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ABSTRACT

The curriculum guide contains objectives and activities for teaching nutrition education to trainable mentally retarded students. Section I explains nutrition education as a means of promoting positive attitudes about food and developing the knowledge and abilities to make healthful food selections. Nutrition education as it relates to the handicapped is considered and some of the principles and procedures important to nutrition education are defined. Section II contains, in chart form, information for teachers such as the four basic food groups and five common groups of essential nutrients. Section III briefly outlines the curriculum's format. A fourth section, which makes up the bulk of the document, contains tables listing objectives, behaviors, conditions, and criteria of acceptable performance for nutrition education area goals and objectives. Among the areas included are food identification, categorization of common foods, balanced diet, weight control, and dental health. Appendixes to this section include lists of common foods and condiments, and illustrations for use in nutrition education activities. Section V, also a major portion of the document, provides activities for each of the objective areas. Final sections provide a bibliography and list of resources. (SB)

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Doorway to Nutrition

ED206129

A Nutrition Education Program

for the Handicapped

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ROCKLAND BOCES COUNTY

Doorway to Nutrition

A Nutrition Education Program for the Handicapped

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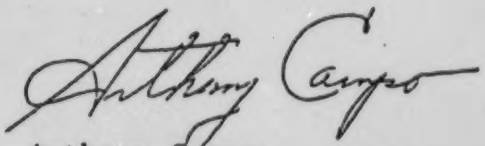
FOREWORD

On November 10, 1977, Congress enacted Public Law 95-166, the National School Lunch Act and Child Nutrition Amendments. The intent of the legislation was to teach children, through a positive daily lunchroom experience and appropriate classroom reinforcement, the value of a nutritionally balanced diet, to develop curricula and materials and to train teachers and school foodservice personnel to carry out their tasks. Under this law monies were made available to support both state and local projects.

In the Lower Hudson Region of New York State, to receive project funds individual teachers or nutritional specialists had to submit proposals to the Regional Education Nutrition Center. Grants were awarded on a competitive basis. Two teachers from the Rockland County Board of Cooperative Educational Services submitted a proposal that would create a nutrional strand suitable for use with trainable mentally retarded students. A grant was made to these teachers and this curriculum is the fruit of their dedication, interest and caring.

The objectives and activities included in this curriculum should make it easier for teachers of handicapped students to teach nutrition education to their students. As more students are mainstreamed we would hope that some of the work included in this curriculum could be utilized by all school districts.



Anthony Campo,
District Superintendent
of Schools

We are pleased to dedicate this book to the students of the Trainable Mentally Retarded Program in Jesse J. Kaplan School. We hope this program will help our students enjoy a healthier and more satisfying life.

Patricia Craft

Grad 7 Blanche Herring

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I Nutrition Education - What It's All About

In November, 1977, the 95th Congress demonstrated its concern for our children to receive and understand the value of a nutritionally balanced diet. PL 95-166, the National School Lunch Act and Child Nutrition Amendments was inacted. It was intended that, through this legislation, programs would be developed to coordinate classroom learning experiences and the daily lunchroom experience to teach children about good nutrition. The Secretary of Agriculture was authorized to develop and implement a nationwide nutrition information and education program. Monies would be made available to state education agencies during fiscal years 1978, 1979 and 1980. A state could receive these funds if: 1. a qualified nutrition education and training coordinator was hired, 2. nutrition education and training needs were assessed, and 3. a state plan which addressed the areas of teacher training, school food service personnel training, curriculum and materials, and student instruction was prepared and received federal approval.

Promoting positive attitudes about food and developing the knowledge and abilities to make healthful food selections are the main goals of nutrition education. The foods our children eat effect not only physical growth and development, but also emotional well-being, behavior and reasoning. The challenge of nutrition education is to provide students with effective programs and activities to familiarize them with a wide variety of foods, their nutrient content and value. Structured learning experineces must also be provided to aid and allow students to apply acquired nutrition knowledge to daily food selection and meal planning.

Nutrition Education and the Handicapped

In recent years, national attention has been directed to the individual needs and rights of handicapped citizens. An effort to provide the "least restrictive environment" caused an exodus of retarded individuals from institutions into the "mainstream" of the community. Retarded children and adults were finally recognizing their rightful place in society. Unfortunately, they were found lacking in necessary self care and social skills. Appropriate emphasis had not been placed on those skills. Even students in public education were not provided with a sequential curriculum to teach them all skills necessary to make them more independent and self-reliant.

Nutrition education is a v'tally important curriculum area for all students including the handicapped. In American special education, it has been frequently overlooked and neglected. Immediate attention must be given to its inclusion in all school programs for the handicapped and to educational research and development of improved nutrition instruction and educational materials.

When creating and implementing a nutrition education program for the mentally handicapped certain criteria must be adhered to. The same principles

of learning that characterize effective instruction in traditional areas of self care, language development, motor skills, reading, and mathematics should also be applied to nutrition education.

The following section lists some of these principles and procedures that are especially important.

Curriculum content should be broken down and sequenced into small instructional steps to avoid having the student make conceptual leaps. These must be adjusted for each individual student.

Instruction must be consistent and frequently reviewed. Skills should be overlearned (reviewed beyond initial mastery) and practiced in a variety of ways to promote long term retention and generalization to similar situations outside of school. Activities should progress from simple to complex and new tasks should build upon previously learned skills.

Active student participation is extremely important to help focus the student's attention on the specific task and to facilitate learning.

Teacher presentation of material to be learned must emphasize the positive aspects of nutrition and should not be punitive. (eg. do not concentrate on what shouldn't be eaten).

Instructional materials and activities should be carefully chosen so as to be appropriate for the chronological age and ability of the student. First grade materials are often too socially immature for teenaged pupils regardless of their intellectual levels.

Student progress and skill acquisition must be closely monitored and recorded. This is especially important when students change classrooms or schools in order to insure instructional continuity.

The school lunch program should reflect sound nutrition principles and thus reinforce the classroom nutrition program.

Parent education and home involvement is an absolute necessity for the success of any nutrition education program. Parents should be kept informed of their children's nutrition activities and skill development. Home reinforcement of basic nutrition principles will greatly increase the likelihood of student skill retention.

Nutrition can be readily infused into the total school program. It can complement and reinforce many other areas of learning. Below are just a few examples of ways that this nutrition program supplements other curriculum areas.

Language Development: Food preparation can stimulate the expansion of vocabulary and the acquisition of new concepts.

Self Care: The ability to feed oneself, plan and prepare simple nutritious foods, and use kitchen tools safely are all aspects of self care.

Reading Readiness: Matching, visual discrimination, and sensory identification of foods reinforce perceptual development.

Reading: One aspect of functional reading involves recognition of food labels, protection words and following written recipes.

Mathematics: Buying, preparing and serving food requires the development of many different mathematical skills. These include measurement, telling time, setting stove temperature, counting money, reading prices, recognition of sizes and shapes.

Science and Social Studies: Learning about the origins of foods and foods from different countries and cultures helps students to expand their knowledge and awareness of the world around them.

Art: Colors, shapes, textures, and design can all be learned through food.

Socialization and Behavior: Learning the skills required for food preparation and eating helps students to develop appropriate manners, sharing, and independence.

II Nutrition Know How
Information for Teachers

The concepts included in this curriculum can be taught most effectively if the teacher has knowledge and understanding of basic nutrition facts. This information also provides the basis for the teacher to be creative in planning lessons and new activities suited to specific needs of his/her students.

Our bodies are like living machines. Each one uses food as a source of fuel to keep it running internally and externally. Internally, the body requires food for body heat and metabolism. Externally, food is used for muscular activity and work.

There are four basic food groups.

Fruit and Vegetable	All fruits and vegetables, berries, dried fruits such as dates, figs, prunes, raisins.
Meat	Meat, fish and shellfish, poultry, eggs, legumes, nuts.
Dairy	Milks, cheese, yogurt
Grain and Cereal	Bread, muffins, rolls, biscuits, pancakes, waffles, breadsticks, matzos, tortillas, cereals, rice, barley, grits, and pasta products.

Some foods, such as coffee, tea, jelly, are in none of the four groups. There are other foods that are in more than one of these groups. French toast, for example, is in the grain and cereal group, the meat group and the milk group.

Foods provide nutrients for growth and health. Nutrients maintain and repair body tissues. Over fifty nutrients are presently known and more are being discovered. There are five common groups of essential nutrients. They are provided in the following table.

NUTRIENT	FUNCTION	FOOD SOURCES
1. Protein	Builds and repairs all body tissues, helps regulate body processes, supplies energy.	Lean meats, fish, poultry, seafood, eggs, milk, cheese, yogurt, *dry beans, peas, nuts, seeds, cereals and breads.
2. Carbohydrate	Provides food energy and spare proteins for tissue building and repair.	Breads, cereals, corn, potatoes, rice, pasta, bananas, honey, molasses, jelly, syrups, sugar.
3. Fat	Supplies food energy in compact form (more than twice as much energy as carbohydrates and proteins, with equal weight), carry fat-soluble vitamins, sources of essential fatty acids.	Cooking oils and fats, butter, margarine, salad dressings, bacon, sausage and other fatty meats.
4. Vitamins a) A	maintains healthy epithelial tissues, aids normal vision, promotes growth of bones and teeth.	Liver, margarine, egg yolk, butter, carrots, sweet potatoes, pumpkins, winter squash, rutabaga, corn, summer red pepper, pimiento, tomato, leafy greens, broccoli, asparagus, peas, okra, green beans, green pepper, brussel sprouts.
b) C (ascorbic acid)	Helps form collagen, to strengthen connective tissue, blood vessels, bones, teeth and gums. Aids in metabolism of amino acids, helps resist infections	Cauliflower, kohlrabi, cabbage, turnip, potato, rutabaga, sweet potatoes, summer squash, red pepper, pimiento, red cabbage, radish, tomato, green

NUTRIENT	FUNCTION	FOOD SOURCES
		pepper, broccoli, brussel sprouts, leafy greens, asparagus, lima beans, peas, okra, green beans, citrus fruits and juices, strawberries, cantalope.
c) B-1 thiamine	maintains healthy nervous system, fosters good appetite, aids in digestion and absorption of carbohydrates	Dry beans and peas, potatoes, cauliflower, mushrooms, parsnip, kohlrabi, cabbage, turnip, corn, sweet potatoes, rutabaga, carrots, winter squash, summer squash, pumpkin, red cabbage, red pepper, tomato, peas, lima beans, asparagus, artichokes, broccoli, lean pork, nuts, brussel sprouts, green beans, leafy greens
d) B-2 riboflavin	Forms enzymes important to energy metabolism, keeps skin, mouth, eyes, healthy	Mushrooms, dry beans and peas, corn, leafy greens, broccoli, asparagus, brussel sprouts, peas, liver, milk, yogurt, cottage cheese.
e) niacin	Aids in utilization of energy, promotes healthy skin, nerves, and digestive tract. Aids digestion and fosters normal appetite.	Liver, meat, poultry, fish, peanuts, fortified cereal products.
f) D calciferol	Important for proper utilization of calcium and phosphorus, vital for health of bones and teeth.	Direct sunlight, fortified milk, fish-liver oils, egg yolks.
g) E tocopherol	Prevents the potentially harmful breakdown of vitamin A and stored fats, protects red blood cells from destruction.	Whole grain wheat products, cold pressed vegetable oils, bean sprouts, yeast, eggs, cabbage, spinach.
h) K	Prevents hemorrhaging	Leafy green vegetables, corn, tomatoes, strawberries, potatoes, eggs, wheat bran and germ.

NUTRIENT	FUNCTION	FOOD SOURCES
5. Minerals a) calcium	Combines with other minerals within a protein framework to give structure and strength to bones and teeth, assist in blood clotting, functions in normal muscle relaxation and contraction and normal nerve transmission.	Milk, yogurt, cheese, sardines and salmon with bones, collard, kale, mustard and turnip greens
b) iron	Combines with protein to form hemoglobin, prevents nutritional anemia and fatigue, increases resistance to infection functions as part of enzymes involved in tissue respiration.	Enriched farina, prune juice, liver, dried beans and peas, red meat, dried fruits, egg yolks
c) iodine	Necessary for health of the thyroid gland which regulates energy and growth and is of paramount importance in weight control.	Iodized salt, seafoods

*Nuts, grains, peas and beans are incomplete proteins. They cannot help growth unless other complete proteins are present. Animal protein should be included in each meal. An easy safeguard for this is milk in some form.

There are additional factors to consider to plan a well-balanced diet. They are not actually nutrients, but they contribute to the health of the body.

1. Water - carries nutrients to and waste from body tissues, a necessary part of all cells and fluids in the body, helps digestion and absorption of food, helps regulate body temperature. Water is found in beverages, soups, fruits, vegetables. Most foods contain some water. Water is also produced by the body tissues themselves, in the process of metabolism.

2. Fiber - necessary for bulk and stimulation of the digestive tract. Fiber is not digested by the body. Fiber is found in the peels of raw fruits and vegetables, whole grain bread, brown rice, and whole wheat cereals.

3. Calories - measurements of the amount of heat or energy needed by the body and of the amount available in foods. Everyone needs calories at all times. The number of calories needed each day depends on body size and activity. To lose weight, one must decrease calories by limiting foods high in carbohydrates and fats. To gain weight, one must increase those foods.

Since no one food contains all the necessary nutrients in the amounts we require, we need to eat several kinds and combinations of food daily to get all the nutrients the body needs. The information in the following daily food guide was developed by the U.S. Department of Agriculture.

	Child	Pre-teen teen	Adult	Aging Adult	Pregnant Woman	Nursing Mother
Milk or milk products (in cups)	2-3	3-4 or more	2 or more	2 or more	4 or more	6 or more
Meat, fish, poultry, eggs, (in servings)	1-2	3 or more	2 or more	2 or more	2 or more	2 or more
Bread, Cereals (in servings)	3-4	4 or more	3-4	2-3	3-4	3-4
Greens & Green & Yellow Vegetables (in servings)	1-2	2	2	at least 1	2	2
Potatoes & other fruits and Vegetables	1	1	1	0-1	1	1

This food guide provides the basis for nutritional meal planning. It is not a complete diet. If foods are chosen from the four food groups to safeguard the nutritional quality of your diet, other foods can be added as desired. Wholesome snacks, not candy and soft drinks, can contribute nutrients to provide energy. They should not be eaten too close to meal time so that appetite is not hindered.

The serving sizes suggested below were obtained from an article titled "What Everyone Should Know About Nutrition" by Frederick J. Stare, M.D., Ph.D., (Chairman, Dept. of Nutrition, Harvard University), Paul J. Cifrino, director of special projects and Jelia C. Witschi, director of applied nutrition. The article appeared in Food and Fitness, Blueprint for Health, Vol. XXIV, No. 1, published by the Blue Cross Association.

The Fruit and Vegetable Group
Recommended adult minimum: 4 servings per day.
(Calories in parentheses)

WHAT IS A SERVING?

Raw salads - 1 cup (20 or less, dressing excluded)

Cooked fruit or vegetables - ½ cup

Raw fruit - 1 medium cantaloupe (30)
½ cup berries or fresh mixed fruit (40)
10-12 grapes or cherries (40)
½ medium banana or grapefruit (40)
2 medium or 3 small plums (65), Nectarines (65), figs (80)
1 medium or 2 small peach, pear, orange, apple (80)

Fruit juice - 6 ounces unsweetened (80)

The Bread and Cereal Group
Recommended adult minumum: 4 servings per day
(Calories in parentheses)

WHAT IS A SERVING?

1 slice bread (65)

1/2 to 3/4 cup cooked cereal (60-100)

1 roll, biscuit or muffin (90-120)

1 ounce (about 1 cup) ready-to-eat cereal (110 plain)

1/2 to 3/4 cup cooked macaroni, spaghetti, noodles or other pasta (100-150)

All products should be made with whole grain or enriched flour.

The Meat Group
-Recommended adult minimum: 5 ounces per day.
(Calories in parentheses)

WHAT IS A SERVING?

2-3 ounces fish or shellfish, not counting bones or shells
- 6 sardines (115)
- fresh or frozen fillets (avg. serving, lean 120)
- 1/3 cup canned tuna or salmon (140)
- 4 fish sticks (160)
- 1/2 cup cooked crabmeat or lobster (80)
- 4 large or 9 small clams (100)
- 3/4 cup oysters (120)
- 12 to 18 medium shrimp (200)

2-3 ounces poultry, not counting skin, bone or fat
- 1 small chicken leg or thigh (90)
- 1/2 small chicken breast (155)
- 2 slices (4 x 2 1/4") chicken (160), turkey (160), game hen (180), duck (200)

2-3 ounces cooked lean meat, not counting bone or fat
- 2 slices (4 x 2 1/4") veal (120), lamb (130), beef (140), ham (160), pork (175)
- 1 thick or 2 thin lamb chops, trimmed (140)
- 2-3 slices Canadian bacon (160)
- hamburger patty (3 x 1/2") (245)

2 eggs (160)

2-3 ounces cheese
- 1/2 cup cottage cheese (130)
- 2 slices or cubes cheddar (230)

1 cup cooked dried peas, beans, lentils (200avg.)

1/3 cup peanuts (280)

4 tablespoons peanut butter (380)

1/2 cup nutmeats (almonds, cashews, walnuts) (400 avg.)

4 tablespoons vegetable protein chips

The Milk Group
Recommended adult minimum: 2 servings per day
A child should have a least 3
(Calories in Parentheses)

WHAT IS A SERVING?

1 cup skim milk (90), buttermilk (90), reconstituted nonfat dry milk (90), low-fat milk (145), whole milk (160), reconstituted evaporated milk (170), cocoa or chocolate-flavored milk drink (190), malted milk (245)

1 slice (1 ounce) Swiss cheese (105)

1 cup partially skim yogurt (125)

1 cup whole-milk yogurt (150)

1 cup yogurt with sweetened fruit added (250)

1 cup baked custard (305)

Normal servings of the following count less than full servings because they have less calcium content:
1/2 cup ice milk (100)=1/3 serving of foods above
1/2 cup ice cream (125)=1/4 serving of foods above
1/2 cup creamed cottage cheese (130)=1/3 serving of foods above

The following chart lists signs of good and poor health and nutrition for the average population. Please note that some of the signs of poor health may be congenital in origin for handicapped students.

Signs of good health and good nutrition	Signs of poor health and poor nutrition
Good stamina and physique	Poor vitality and endurance, susceptible to infections and colds
Firm muscles	Muscles are flabby and slow to respond
Good posture - stands straight, sits straight, shoulders and abdomen flat	Have too little fat under the skin for protection, or an excess of fat
Protective layer of fat under the skin	Look tired with poor posture, i.e. shoulders dropping, abdomen protruding
Healthy and glowing color	Color is wan, dull, sallow
Skin is clear and smooth	Skin looks muddy, pasty
Lips and gums are reddish pink	Lips are pale, tongue coated, gums spongy, bleeding or very pale
Eyes are bright and clear	Eyes are dull or have dark circles beneath them
Smooth and lustrous hair	Hair is rough and dull
Sound teeth and bones	Teeth are decayed
Alert, adaptable, active and good-natured attitude	Bones are soft and deformed
Good appetite and digestion	Attitude is listless, overactive, timid, irritable.
Sleeps soundly	Finicky appetite, constipated, frequent upset stomach
Normal growth	Restless sleep
	Growth is stunted, underweight or overweight

III Format ------ READY!

Nutrition Background

1. The first two chapters of this guidebook serve to familiarize you with the field of nutrition education. It is highly recommended that you read these beginning sections before you consider implementing a nutrition program for your class.

   The bibliography and resource section appearing at the end of this book contain references for additional information that should help you to enhance your nutrition knowledge and assist with educational planning.

Program Objectives

2. The instructional objectives, written in behavioral terms, are specific for what the student is expected to know and do. They are divided into 15 major sections representing different aspects of beginning nutrition education. Where appropriate and feasible, objectives are sequenced according to difficulty. These objectives are written in a form appropriate for individual education programs (IEP).

Instructional Sequence

3. The first two sub-categories of section A (1.0 "Matching Foods" and 2.0 "Labelling Foods") contain pre requisite skills for all of the following sections. When a student has mastered these two preliminary sections, he or she will be ready to continue with the program.

   When this stage has been attained, it will be possible to teach more than one section simultaneously if appropriate for the individual student. For sections A3.0 through section 0 the student does not have to complete an entire section before working on another. Some sections contain objectives that will take an extended time period to master (e.g. recognition of food sight words) and some students may never master certain objectives.

Pupil Assessment

4. A pupil profile has been included to simplify the recording of skill mastery. Teachers supplement this profile with their own anecodatal reports wherever appropriate.

Criteria of Skill Mastery

5. Listed for all objectives are recommended criteria of pupil mastery. Whenever the phrase "three consecutive trials" is listed, this should be defined as two consecutive trials occurring on two successive school days followed by a third consecutive trial occurring two to three days later.

Whenever more than three consecutive trials are required, all trials (except the final trial) should occur on successive school days and the final trial should occur two to three days later.

Instructional Activities

6. Activities included in this program are suggestions and represent only a portion of possible activities appropriate for the objectives. Teachers are not expected to follow the activity sections verbatim. They have been written to serve as a resource guide. You are encouraged to devise additional activities and materials. Space has been given at the conclusion of each section for your additions and comments. Instruction must be tailored to meet the unique needs of individual students.

Program Completion

7. The skills included in the sequence of objectives are necessarily limited in scope. If a student masters these objectives the teacher should expand the program to include additional nutrition information. Content should be based on the information contained in chapter two and in the bibliography.

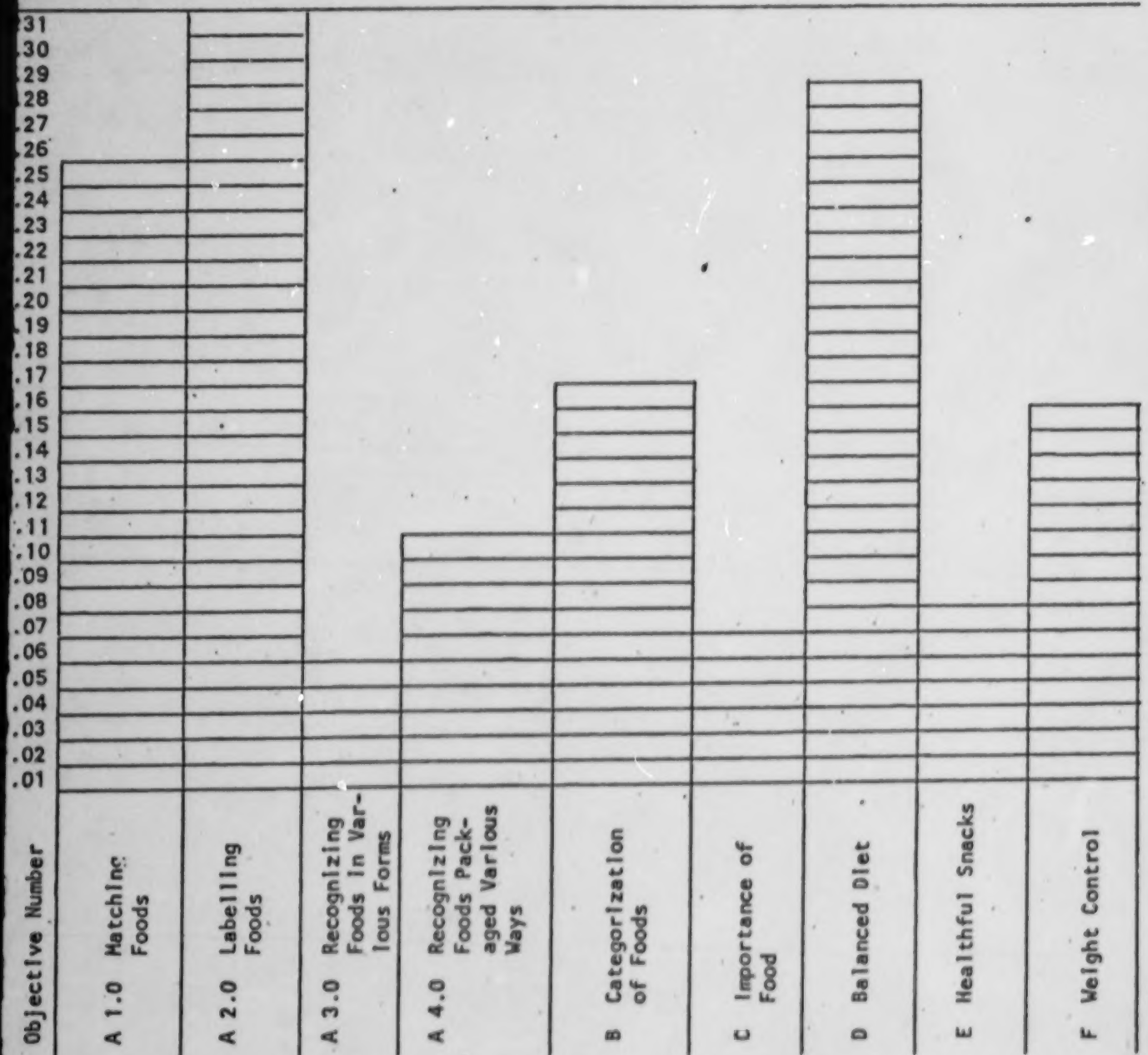
   Some objectives will have to be sub-divided for inclusion in the IEP. Eg. objective # A4.06 - recognition of food sight words. It will be unrealistic for some students to be expected to master all words in one year. They may have to be spread out over a longer time period.

DOORWAY TO NUTRITION

STUDENT PROFILE OF PROGRAM OBJECTIVE MASTERY

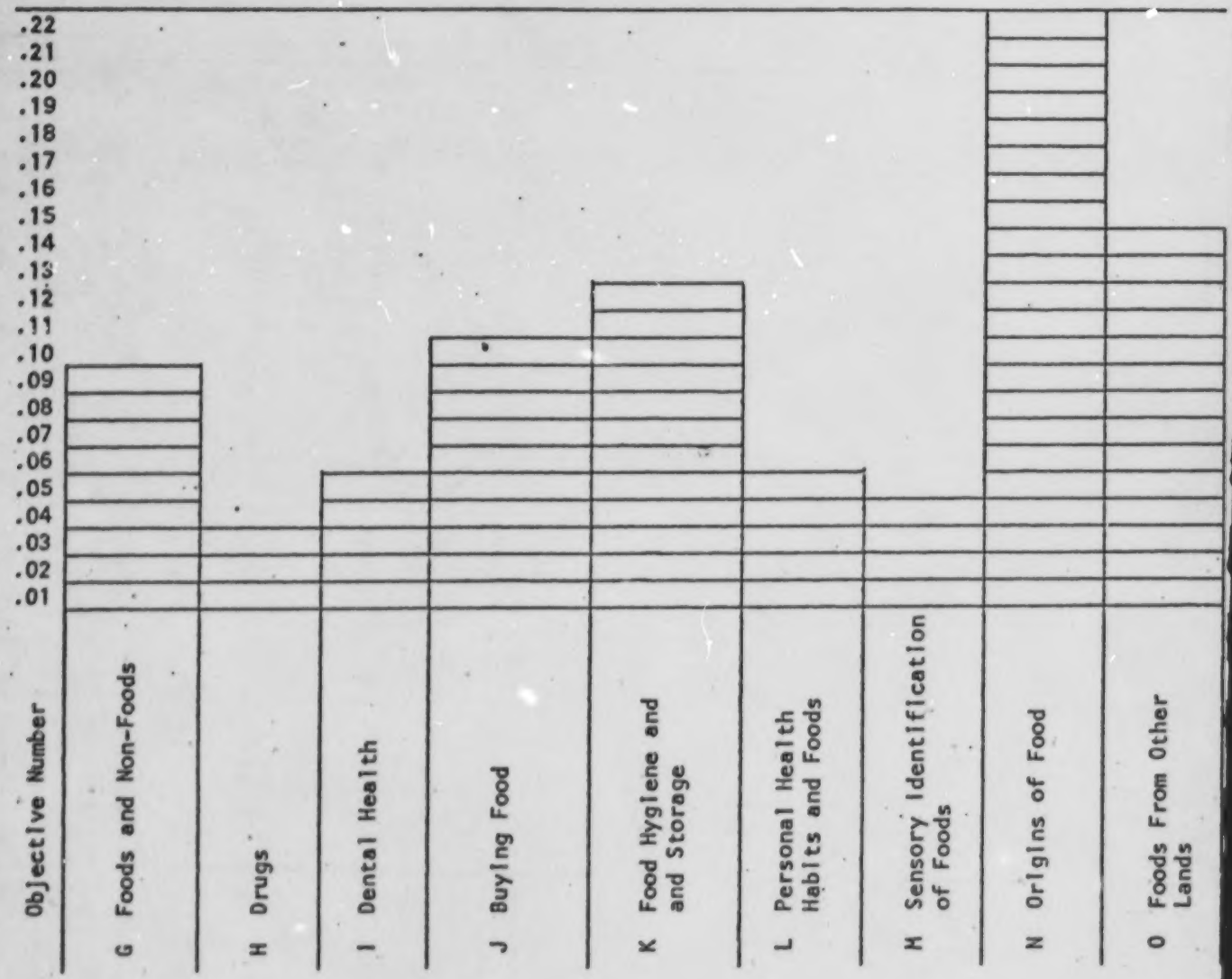
tudent's Name _____

Please date each objective when mastered.



STUDENT PROFILE (CON'T)

Student's Name _____



COMMENTS:

IV Objectives and Illustrations - SETII

18.

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
1.0 Matching Foods

AREA GOAL: Student matches, recognizes and labels common foods of the basic four food categories in their natural, prepared and packaged states.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 1.01	Student matches a given fruit to an identical fruit	given an array of 3 different foods, on teacher command	10 of the fruits listed in Appendix A on each of 3 consecutive trials
A 1.02	Student matches a given vegetable to an identical vegetable	given an array of 3 different foods, on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 1.03	Student matches a given meat or fish product to an identical meat or fish product	given an array of 3 different foods, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 1.04	Student matches a given dairy product to an identical dairy project	given an array of 3 different foods, on teacher command	6 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 1.05	Student matches a given grain or cereal product to an identical grain or cereal product	given an array of 3 different foods, on teacher command	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials
A 1.06	Student matches a given fruit to a photograph of this fruit or to the identical fruit in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	10 of the fruits listed in Appendix A on each of 3 consecutive trials

UTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
1.0 Matching Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 1.07	Student matches a given vegetable to a photograph of this vegetable or to the identical vegetable in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 1.08	Student matches a given meat or fish product to a photograph of this product or to the identical product in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 1.09	Student matches a given dairy product to a photograph of this product or to the identical product in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	6 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 1.10	Student matches a given grain or cereal product to a photograph of this product or to the identical product in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials
A 1.11	Student matches a given photograph of a fruit to an identical photograph or to the identical fruit in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	10 of the fruits listed in Appendix A on each of 3 consecutive trials
A 1.12	Student matches a given photograph of a vegetable to an identical photograph or to the identical vegetable in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
1.0 Matching Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 1.13	Student matches a given photograph of a meat or fish product to an identical photograph or to the identical product in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecuti trials
A 1.14	Student matches a given photograph of a dairy product to an identical photograph or to the identical product in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	6 of the dairy product listed in Appendix A on each of 3 consecuti trials
A 1.15	Student matches a given photograph of a grain or cereal product to an identical photograph or to the identical product in the slide	given an array of 3 different colored photographs of foods or a colored slide of the array, on teacher command	7 of the grain and cer products listed in Appendix A on each of 3 consecuti trials
A 1.16	Student matches a given colored photograph of a fruit to the corresponding illustration	given an array of 3 black and white illustrations of different foods,on teacher command	10 of the fruits liste in Appendix A on each of 3 consecuti trials
A 1.17	Student matches a given colored photograph of a vegetable to the corresponding illustration	given an array of 3 black and white illustrations of different foods,on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecuti trials
A 1.18	Student matches a given colored photograph of a meat or fish product to the corresponding illustration	given an array of 3 black and white illustrations of different foods, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecuti trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
1.0 Matching Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 1.19	Student matches a given colored photograph of a dairy product to the corresponding illustration	given an array of 3 black and white illustrations of different foods, on teacher command	6 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 1.20	Student matches a given colored photograph of a grain or cereal product to the corresponding illustration	given an array of 3 black and white illustrations of different foods, on teacher command	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials
A 1.21	Student matches a given black and white illustration of a fruit to an identical illustration	given an array of 3 black and white illustrations of different foods, on teacher command	10 of the fruits listed in Appendix A on each of 3 consecutive trials
A 1.22	Student matches a given black and white illustration of a vegetable to an identical illustration	given an array of 3 black and white illustrations of different foods, on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 1.23	Student matches a given black and white illustration of a meat or fish product to an identical illustration	given an array of 3 black and white illustrations of different foods, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 1.24	Student matches a given black and white illustration of a dairy product to an identical illustration	given an array of 3 black and white illustrations of different foods, on teacher command	6 of the dairy products listed in Appendix A on each of 3 consecutive trials

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NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
1.0 Matching Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 1.25	Student matches a given black and white illustration of a grain or cereal product to an identical illustration	given an array of 3 black and white illustrations of different foods, on teacher command	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
2.0 Labelling Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 2.01	Student selects and/or points to a specified fruit	given an array of 3 different foods, on teacher command	10 of the fruits listed in Appendix A on each of 3 consecutive trials
A 2.02	Student selects and/or points to a specified vegetable	given an array of 3 different foods, on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 2.03	Student selects and/or points to a specified meat or fish product	given an array of 3 different foods, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 2.04	Student selects and/or points to a specified dairy product	given an array of 3 different foods, on teacher command	6 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 2.05	Student selects and/or points to a specified grain or cereal product	given an array of 3 different foods, on teacher command	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials
A 2.06	Student selects and/or points to a specified fruit photograph	given an array of 3 colored photographs of different foods or a colored slide of the array, on teacher command	10 of the fruits listed in Appendix A on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
2.0 Labelling Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 2.07	Student selects and/or points to a specified vegetable photograph	given an array of 3 colored photographs of different foods or a colored slide of the array, on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecutiv trials
A 2.08	Student selects and/or points to a specified meat or fish product photograph	given an array of 3 colored photographs of different foods or a colored slide of the array, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecutiv trials
A 2.09	Student selects and/or points to a specified dairy product photograph	given an array of 3 colored photographs of different foods or a colored slide of the array, on teacher command	6 of the dairy products listed in Appendix A on each of 3 consecutiv trials
A 2.10	Student selects and/or points to a specified grain or cereal product photograph	given an array of 3 colored photographs of different foods or a colored slide of the array, on teacher command	7 of the grain and cereal products listed in Appendix A on each of 3 consecutiv trials
A 2.11	Student selects and/or points to a specified fruit illustration	given an array of 3 black and white illustrations of different foods, on teacher command	10 of the fruits listed in Appendix A on each of 3 consecutiv trials
A 2.12	Student selects and/or points to a specified vegetable illustration	given an array of 3 black and white illustrations of different foods, on teacher command	15 of the vegetables listed in Appendix A on each of 3 consecutiv trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
2.0 Labelling Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 2.13	Student selects and/or points to a specified meat or fish product illustration	given an array of 3 black and white illustrations of different foods, on teacher command	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 2.14	Student selects and/or points to a specified dairy product illustration	given an array of 3 black and white illustrations of different foods, on teacher command	6 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 2.15	Student selects and/or points to a specified grain or cereal product illustration	given an array of 3 black and white illustrations of different foods, on teacher command	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials
A 2.16	Student responds with the appropriate verbal label and/or manual language sign	when each fruit listed in Appendix A is presented individually	10 of the fruits listed in Appendix A on each of 3 consecutive trials
A 2.17	Student responds with the appropriate verbal label and/or manual language sign	when each vegetable listed in Appendix A is presented individually	15 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 2.18	Student responds with the appropriate verbal label and/or manual language sign	when each meat and fish product listed in Appendix A is presented individually	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
2.0 Labelling Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 2.19	Student responds with the appropriate verbal label and/or manual language sign	when each dairy product listed in Appendix A is presented individually	6 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 2.20	Student responds with the appropriate verbal label and/or manual language sign	when each grain and cereal product in Appendix A is presented individually	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials
A 2.21	Student responds with the appropriate verbal label and/or manual language sign	when each colored photograph of the fruits in Appendix A is presented individually	10 of the fruits listed in Appendix A on each of 3 consecutive trials
A 2.22	Student responds with the appropriate verbal label or manual language sign	when each colored photograph of the vegetables listed in Appendix A is presented individually	15 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 2.23	Student responds with the appropriate verbal label or manual language sign	when each colored photograph of the meat and fish products listed in Appendix A is presented individually	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 2.24	Student responds with the appropriate verbal label or manual language sign	when each colored photograph of the dairy products listed in Appendix A is presented individually	6 of the dairy products listed in Appendix A on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
2.0 Labelling Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 2.25	Student responds with the appropriate verbal label and/or manual language sign	when each colored photograph of the grain and cereal products listed in Appendix A is presented individually	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials
A 2.26	Student responds with the appropriate verbal label and/or manual language sign	when each black and white illustration of the fruits in Appendix A is presented individually	10 of the fruits listed in Appendix A on each of 3 consecutive trials
A 2.27	Student responds with the appropriate verbal label and/or manual language sign	when each black and white illustration of the vegetables in Appendix A is presented individually	15 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 2.28	Student responds with the appropriate verbal label and/or manual language sign	when each black and white illustration of the meat and fish products in Appendix A is presented individually	8 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 2.29	Student responds with the appropriate verbal label and/or manual language sign	when each black and white illustration of the dairy products in Appendix A is presented individually	6 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 2.30	Student responds with the appropriate verbal label and/or manual language sign	when each black and white illustration of the grain and cereal products in Appendix A is presented individually	7 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
2.0 Labelling Foods

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 2.31	Student names the following parts of foods that are not edible: cores, seeds, bones, stems, leaves	given the appropriate question	2 correct responses in 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
3.0 Recognition that Foods Come in Various Forms

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 3.01	Student identifies fruit by verbal label and/or manual language sign	when presented with a common fruit that has been cooked or otherwise prepared (e.g. chopped, juiced, sliced)	3 of the fruits listed in Appendix A on each of 3 consecutive trials
A 3.02	Student identifies vegetable by verbal label and/or manual language sign	when presented with a common vegetable that has been cooked or otherwise prepared (e.g. chopped, sliced)	3 of the vegetables listed in Appendix A on each of 3 consecutive trials
A 3.03	Student identifies meat or fish product by verbal label and/or manual language sign	when presented with a common meat or fish product that has been cooked or otherwise prepared (e.g. chopped, sliced)	3 of the meat and fish products listed in Appendix A on each of 3 consecutive trials
A 3.04	Student identifies dairy product by verbal label and/or manual language sign	when presented with a common dairy product that has been cooked or otherwise prepared (e.g. chopped, sliced, melted)	3 of the dairy products listed in Appendix A on each of 3 consecutive trials
A 3.05	Student identifies grain or cereal product by verbal label and/or manual language sign	when presented with a common grain or cereal product that has been cooked or otherwise prepared	3 of the grain and cereal products listed in Appendix A on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
4.0 Recognition of Foods that Are Packaged in Various Ways

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 4.01	Student names foods packaged in cans	using picture, design, and/or color cues	3 cans on 3 consecutive trials
A 4.02	Student names foods packaged in boxes	using picture, design, and/or color cues	3 boxes on 3 consecutive trials
A 4.03	Student names foods packaged in jars and bottles	using picture, design, and/or color cues	3 jars or bottles on 3 consecutive trials
A 4.04	Student names foods packaged in bags	using picture, design, and/or color cues	3 bags on 3 consecutive trials
A 4.05	Student names the contents of each food container	given the same food packaged in 2 or 3 different ways (e.g. frozen, canned, bag)	3 consecutive trials
A 4.06	Student gives the verbal label or appropriate manual language sign	when each sight word in Appendix A is presented individually on a 3 x 5 flash card	10 fruits, 15 vegetables, 8 meat and fish products, 6 dairy products, 7 grain and cereal products each on 3 consecutive trials
A 4.07	Student names foods packaged in cans	using sight words, picture, design, and/or color cues	3 cans on each of 3 consecutive trials
A 4.08	Student names foods packaged in boxes	using sight words, picture, design, and/or color cues	3 boxes on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: A - FOOD IDENTIFICATION
4.0 Recognition of Foods that are Packaged in Various Ways

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
A 4.09	Student names foods packaged in jars and bottles	using sight words, picture, design, and/or color cues	3 jars or bottles on each of 3 consecutive trials
A 4.10	Student names foods packaged in bags	using sight words, picture, design, and/or color cues	3 bags on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: B - CATEGORIZATION OF COMMON FOODS

AREA GOAL: Student identifies the four basic food groups and the foods belonging to each.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
B 1.01	Student selects only the foods	given illustrations of 1 toy, 1 piece of clothing, 1 piece of furniture, and 3 foods; on teacher command	3 consecutive trials
B 1.02	Student selects only the fruits	given an assortment of 6 different foods or pictures of foods from the 4 basic food categories including 3 fruits, on teacher command	10 fruits 3 consecutive trials for each
B 1.03	Student names foods belonging to the fruit category	when asked the appropriate question	5 fruits on each of 3 consecutive trials
B 1.04	Student selects only the vegetables	given an assortment of 6 different foods from the 4 basic food categories including 3 vegetables, on teacher command	15 vegetables 3 consecutive trials for each
B 1.05	Student names foods belonging to the vegetable category	when asked the appropriate question	5 vegetables on each of 3 consecutive trials
B 1.06	Student selects only the meat and fish products	given an assortment of 6 different foods from the 4 basic food categories including 3 meat or fish products, on teacher command	8 meat or fish products 3 consecutive trials for each
B 1.07	Student names foods belonging to the meat and fish category	when asked the appropriate question	5 meat and fish products on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: B - CATEGORIZATION OF COMMON FOODS

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
B 1.08	Student selects only the grain and cereal products	given an assortment of 6 different foods from the 4 basic food categories including 3 grain and cereal products, on teacher command	7 grain and cereal products 3 consecutive trials for each
B 1.09	Student names foods belonging to the grain and cereal category	when asked the appropriate question	5 grain and cereal products 3 consecutive trials for each
B 1.10	Student selects only the dairy products	given an assortment of 6 different foods from the 4 basic food categories including 3 dairy products, on teacher command	6 dairy products 3 consecutive trials for each
B 1.11	Student names foods belonging to the dairy category	when asked the appropriate question	5 dairy products on each of 3 consecutive trials
B 1.12	Student sorts each picture into its appropriate food category	given an assortment of 4 pictures of common foods from each of the basic 4 food groups	3 consecutive trials
B 1.13	Student states the 4 basic food groups verbally or by using manual language	when asked the appropriate question	3 consecutive trials
B 1.14	Student selects only the beverages	when given an assortment of 3 different foods and 3 beverages or pictures of 3 foods and 3 beverages	3 consecutive trials
B 1.15	Student gives examples of beverages either verbally or with manual language	when asked the appropriate question	3 beverages on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: B - CATEGORIZATION OF COMMON FOODS

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
B 1.16	Student assigns beverages to the appropriate food category (fruit, vegetable, dairy)	given an assortment of beverages including fruit juices, vegetable juices, and dairy drinks	3 consecutive trials

NUTRITION EDUCATION

AREA: C - THE IMPORTANCE OF FOOD

AREA GOAL: Student demonstrates awareness of the necessity of food for good health.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
C 1.01	Student correctly identifies a healthy person, animal, and plant	given 6 pictures including healthy and unhealthy people, animals, and plants	3 consecutive trials for each category (person, animal, plant)
C 1.02	Student correctly identifies an unhealthy person, animal and plant	given 6 pictures including healthy and unhealthy people, animals, and plants	3 consecutive trials for each category (person, animal, plant)
C 1.03	Student states that all people need food, air, water, and sunlight verbally or with manual language	when asked 'What do all people need?"	3 consecutive trials
C 1.04	Student states that food is necessary for growth, energy and body repair verbally or with manual language	when asked 'Why do we need food?"	3 consecutive trials
C 1.05	Student states at least 3 signs of good health verbally or with manual language (acceptable: good teeth, shiny hair, good posture, good complexion, feels good, not tired, etc.)	when asked 'What shows us that someone is healthy?"	3 consecutive trials
C 1.06	Student states that a variety of foods is necessary for good health verbally or with manual language	when asked "Is it good for us to eat the same foods every day?"	3 consecutive trials

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NUTRITION EDUCATION

AREA: D - A BALANCED DIET

AREA GOAL: Student demonstrates knowledge, skills and attitudes necessary for nutritious meal planning and preparation.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
D 1.01	Student labels the morning meal as "breakfast" verbally or with manual language	when asked the appropriate question	3 consecutive trials
D 1.02	Student gives one reason for the importance of breakfast verbally or with manual language (acceptable: helps us stay healthy, helps us work, play, and feel better)	when asked the appropriate question	3 consecutive trials
D 1.03	Student chooses the healthful breakfast	when given a picture of a healthful breakfast and an inadequate or unhealthful breakfast, on teacher command	3 consecutive trials
D 1.04	Student chooses the unhealthful (inadequate) breakfast	when given a picture of a healthful breakfast and an inadequate or unhealthful breakfast, on teacher command	3 consecutive trials
D 1.05	Student selects pictures that constitute a nutritionally balanced breakfast	when given 8 pictures of a variety of foods including healthful breakfast foods, on teacher command	3 consecutive trials
D 1.06	Student plans a simple balanced breakfast	without the aid of visual clues, on teacher command	3 consecutive trials
D 1.07	Student prepares a simple balanced breakfast	in the classroom with teacher supervision	3 consecutive trials
D 1.08	Student points to appropriate measurement mark or fills with liquid and solids to ¼ cup, ½ cup	given a measuring cup with clearly marked measurement levels	3 consecutive trials for each measurement (¼ cup, ½ cup, 1 cup)

NUTRITION EDUCATION

AREA: D - A BALANCED DIET

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
D 1.09	Student serves a breakfast composed of average servings	given a variety of breakfast foods	3 consecutive trials
D 1.10	Student labels the noontime meal as "lunch"	when asked the appropriate question	3 consecutive trials
D 1.11	Student states reason for the importance of lunch (acceptable: supplies energy, satisfies hunger, keeps us healthy)	when asked the appropriate question	one reason on each of 3 consecutive trials
D 1.12	Student selects pictures of foods that are healthful and nutritious	when given 7 pictures of nutritional lunch foods and non-nutritional "junk" foods, on teacher command	3 consecutive trials
D 1.13	Student plans at least 1 simple lunch that is nutritious and includes foods from the 4 basic food groups	without visual cues, on teacher command	3 consecutive trials
D 1.14	Student prepares nutritious lunch foods	in the classroom with teacher supervision	3 nutritious lunch foods, 3 consecutive trials
D 1.15	Student uses measuring cup when appropriate and serves appropriate size portions for lunch	in the classroom with teacher supervision.	3 consecutive trials
D 1.16	Student labels the evening meal as either "dinner" or "supper"	when asked the appropriate question	3 consecutive trials
D 1.17	Student states reason for the importance of dinner. (acceptable: energy, keeps us healthy, satisfies hunger)	when asked the appropriate question	3 consecutive trials

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NUTRITION EDUCATION

AREA: D - A BALANCED DIET

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
D 1.18	Student selects pictures of foods that are healthy and nutritious	given 8 pictures of nutritional and non-nutritional dinner foods	3 consecutive trials
D 1.19	Student plans sample dinners that are nutritious and include foods from the 4 basic food groups	A) given an assortment of food photographs and B) without picture cues, on teacher command	2 dinners, 3 consecutive trials for A and B
D 1.20	Student prepares a nutritious dinner	in the classroom with teacher supervision	1 nutritious dinner, 3 consecutive trials
D 1.21	Student measures average serving sizes using measuring cups and spoons	in the classroom with teacher supervision	3 consecutive trials
D 1.22	Student arranges photographs in proper eating sequence	given pictures of an appetizer, entree, and dessert	3 consecutive trials
D 1.23	Student points to or states "dessert"	when asked "Which part of the meal is eaten last?"	3 consecutive trials
D 1.24	Student states that salt should only be used in small amounts	when asked about the appropriate use of salt	3 consecutive trials
D 1.25	Student gives at least one reason (acceptable: bad for the heart, can cause high blood pressure)	when asked "Why is too much salt unhealthy?"	3 consecutive trials
D 1.26	Student states that sugar should only be used in small amounts	when asked about the appropriate use of sugar	3 consecutive trials
D 1.27	Student gives at least one reason (acceptable: bad for teeth, causes cavities and overweight)	when asked "Why is too much sugar unhealthy?"	3 consecutive trials

NUTRITION EDUCATION

AREA: D - A BALANCED DIET

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
D 1.28	Student selects and labels the type of bread that is most healthful for us. (acceptable: wheat bread)	given 3 or 4 types of bread (white, rye, pumpernickel, wheat)	3 consecutive trials

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NUTRITION EDUCATION

AREA: E - HEALTHFUL SNACKS

AREA GOAL: Student demonstrates ability to recognize and choose nutritious snacks.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
E 1.01	Student selects all of the "junk" foods	given an array of 7 food pictures, including 3 "junk" foods	3 consecutive trials
E 1.02	Student correctly answers the question "Do these foods keep us healthy?"	presented with pictures of "junk" foods	3 consecutive trials
E 1.03	Student selects all of the nutritious snacks	given an array of 8 food pictures, including 3 nutritious snacks	3 consecutive trials
E 1.04	Student states at least one way that nutritious snacks help us (acceptable: gives us energy, satisfies hunger, helps keep us healthy.)	given the appropriate question	3 consecutive trials
E 1.05	Student selects a nutritious snack that is of average size	given an array of pictures of snack foods in varying amounts	3 consecutive trials
E 1.06	Student names nutritious snack foods	on teacher command	3 snack foods on each of 3 consecutive trials
E 1.07	Student states one way eating too many snacks harms us (acceptable: takes away appetite, causes overweight)	when asked appropriate question	3 consecutive trials

AREA: F - WEIGHT CONTROL

AREA GOAL: Student recognizes the importance of proper diet and exercise to maintain an acceptable weight and demonstrates the knowledge necessary to accomplish this goal.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
F 1.01	Student correctly points to each illustration	given illustrations of overweight, underweight, and average weight people, on teacher command	3 consecutive trials
F 1.02	Student tells reasons for the importance of not weighing too much (acceptable: is bad for our hearts, difficult to buy clothes, poor appearance, difficult to run and jump, etc)	when asked the appropriate question	2 reasons on each of 3 consecutive trials
F 1.03	Student states that eating too much food makes us overweight	when asked the consequences of eating too much food	3 consecutive trials
F 1.04	Student selects the meal that has A) too much food and B) the right amount of food	given pictures of two meals	3 consecutive trials
F 1.05	Student demonstrates different exercises	on teacher command	4 exercises on each of 3 consecutive trials
F 1.06	Student states which part of his/her body benefits from each of the exercises demonstrated in F 1.06 (eg. waist, legs, hips, thighs, etc.)	on teacher command	3 consecutive trials
F 1.07	Student states that daily exercise helps to keep us thin and healthy	when asked "How does daily exercise help us?"	3 consecutive trials
F 1.08	Student states two ways to lose weight (acceptable: diet and exercise)	when asked appropriate question	3 consecutive trials

NUTRITION EDUCATION

AREA: F - WEIGHT CONTROL

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
F 1.09	Student selects those foods that tend to cause overweight	given 8 pictures of a variety of foods including 3 high calorie "junk" foods	3 consecutive trials
F 1.10	Student selects foods that have fewer calories	given examples of foods in the following food groups eg: Meats & Fish — High: fatty meats with gravies fried chicken, sausage bacon; Low: broiled chicken turkey fish lean beef, pork, lamb Vegetables — high: french fries, vegetables with sauce; low: green beans, tomatoes beets corn Dairy — high: whole milk cream sour cream butter whole milk yogurt with sweeteners; low: skim milk, skim milk yogurt, cottage cheese	2 correct answers in each category

AREA: F - WEIGHT CONTROL

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
F 1.11	Student selects the breakfast, lunch and dinner that is appropriate for weight loss	given 6 pictures (high & low calorie breakfast, lunch & dinner	3 consecutive trials for each meal
F 1.12	Student prepares at least 2 low calorie recipes	in classroom, with teacher supervision	3 consecutive trials
F 1.13	Student plans one breakfast, one lunch, and one dinner appropriate for weight loss	without cues, on teacher command	3 consecutive trials for each meal
F 1.14	Student states at least one danger of eating too little (acceptable: too skinny, catch cold easier, feel tired, weak)	when asked appropriate question	3 consecutive trials
F 1.15	Student selects the meal that has A) too little food, B) right amount of food, C) too much food	given pictures of 3 meals	3 consecutive trials

NUTRITION EDUCATION

AREA: G - FOODS AND NON FOODS

AREA GOAL: Student acquires knowledge and skills necessary to avoid accidental poisoning.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
G 1.01	Student sorts foods and non foods into the appropriate categories	given 8 pictures (4 foods and 4 non foods)	3 consecutive trials
G 1.02	Student correctly selects pictures of non foods that cause illness when eaten	given a variety of 8 pictures of foods and non foods	3 consecutive trials
G 1.03	Student demonstrates comprehension of the symbol by responding verbally or with sign language (acceptable: don't eat, hurts, sick, poison, danger, etc.)	when presented with the symbol of "Mr. Yuk"	7 out of 10 trials
G 1.04	Student matches the "Mr. Yuk" symbol to the harmful non foods	given a selection of 8 pictures of 4 foods and 4 harmful non foods	10 consecutive trials
G 1.05	Student states verbally or with sign language, "don't eat, hurts, sick, poison, danger, etc."	when presented with the skull & crossbone symbol	7 out of 10 trials
G 1.06	Student matches the skull and crossbone symbol to the harmful non foods	given a selection of 8 pictures of 4 foods and 4 harmful non foods	10 consecutive trials
G 1.07	Student says or signs "POISON"	when presented with the sight word "POISON"	10 consecutive trials
G 1.08	Student says or signs "DANGER"	when presented with the sight word "DANGER"	10 consecutive trials
G 1.09	Student says or signs "CAUTION"	when presented with the sight word "CAUTION"	10 consecutive trials

AREA: H - DRUGS

AREA GOAL: Student learns the safe use of medicines.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
H 1.01	Student differentiates medicines from foods by pointing	when presented with 4 examples of each	3 consecutive trials
H 1.02	Student identifies only those that can be eaten	given 6 pictures of 2 foods, 2 harmful non foods & 2 medicines	3 consecutive trials
H 1.03	Student states verbally or by signing "Mother, Father, Doctor, Nurse, Counsellor" or other appropriate answer	when asked to name the people who can give medicines	3 acceptable answers in 3 consecutive trials

NUTRITION EDUCATION

AREA: 1 - DENTAL HEALTH

AREA GOAL: Student comprehends the relationsh'p of a balance diet and dental health and demonstrates proper care of the teeth.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
1 1.01	Student brushes teeth properly in the following sequence: 1. Collects necessary articles 2. Turns on water 3. Adjusts water temperature 4. Removes cap from toothpaste 5. Picks up & holds toothbrush 6. Applies toothpaste to toothbrush 7. Replaces cap on toothpaste 8. Brushes teeth 9. Rinses toothbrush & returns to holder 10. Picks up & fills cup with water 11. Rinses mouth 12. Turns off water 13. Wipes mouth with towel 14. Puts articles away	given initiating prompt by teacher	performs task in sequence on 3 consecutive trials
1 1.02	Student names the functions of teeth (chewing food, personal appearance, speech)	when asked the appropriate question	3 consecutive trials
1 1.03	Student selects the foods that A) cause the most cavities B) are good for teeth	given 8 pictures of 2 "junk" foods, 2 candies, 2 fruits, 2 vegetables	3 consecutive trials
1 1.04	Student selects the picture of the nutritious meal	given a picture of a nutritious meal and a non-nutritious meal, when asked "which one keeps our teeth healthy?"	3 consecutive trials

AREA: 1 - DENTAL HEALTH

AREA GOAL: Student comprehends the relationship of a balance diet and dental health and demonstates proper care of the teeth.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
1 1.05	Student states at least 2 ways of keeping teeth healthy (acceptable: daily brushing and flossing, dentist visits, good diet).	on teacher command	3 consecutive trials

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NUTRITION EDUCATION

AREA: J - BUYING OUR FOOD

AREA GOAL: Student investigates food specialty shops and supermarket departments and learns behaviors that are appropriate when shopping.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
J 1.01	Student selects only pictures of places where food can be bought	given 7 pictures of various stores	3 consecutive trials
J 1.02	Student names places where food can be bought	without picture cues	2 places on each of 3 consecutive trials
J 1.03	Student names or points to pictures of departments in a supermarket	given pictures of these departments: frozen food, produce, meat, dairy, deli, health items, cleaning supplies, canned goods, cereals	5 departments on each of 3 consecutive trials
J 1.04	Student correctly assigns each picture, food and non food, to the appropriate picture or illustration of the appropriate department	given 9 pictures of foods and non foods found in various supermarket departments and pictures or illustrations of those departments	3 consecutive trials
J 1.05	Student pushes a shopping cart in an appropriate manner (without colliding with people & items in the aisles, pushing cart at a moderate pace, using manners eg. "excuse me".)	in a supermarket or simulated environment	3 consecutive trials
J 1.06	Student states that she/he must pay for each item	when asked "what must you do to buy things from the supermarket?"	3 consecutive trials
J 1.07	Student selects those that are the same	given 2 containers of equal size and one of a different size	3 consecutive trials
J 1.08	Student selects a) the small container b) the medium container c) the large container	given 3 containers (small, medium and large)	3 consecutive trials for a, b and c

AREA: J - BUYING OUR FOOD

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
J 1.09	Student selects the following: a) ½ pint, pint (eg. milk, juice) quart, ½ gal., gal (ice cream) b) ½ dozen, dozen (eg. eggs, rolls, muffins) c) ¼ lb., ½ lb. (eg. butter, margarine) (stick & tub) d) 1 lb.-5 lb. eg. (flour, sugar)	on teacher command, given a selection of familiar containers of various sizes	3 consecutive trials for each category (a, b, c and d)
J 1.10	Student pours liquid (such as milk) into appropriate container	given an empty jar, box, bag	3 consecutive trials

NUTRITION EDUCATION

AREA: K - FOOD HYGIENE AND STORAGE

AREA GOAL: Student learns to apply basic sanitary procedures in food preparation and storage.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
K 1.01	Student states ways we recognize stale, sour or spoiled foods (Acceptable: smell, color, taste touch, looks different)	when asked the appropriate question	2 acceptable answers on each of 3 consecuti trials
K 1.02	Student states reason for not eating stale, sour or spoiled foods (Acceptable: sick, tastes bad)	when asked the appropriate question	1 acceptable answer on each of 3 consecutive trials
K 1.03	Student states ways we recognize canned food that should not be eaten (Acceptable: can is bent, swollen, gas escapes when opened, food has bad odor, color, taste, etc.)	given the appropriate question	3 consecutive trials
K 1.04	Student states reason for not eating food in a can that is bent, swollen and/or from which gas escapes when opened (Acceptable: sick, die, go to hospital, etc.)	given the appropriate question	3 consecutive trials
K 1.05	Student responds "wash them"	when asked "what should you do to fresh fruits and vegetables before eating or cooking them?"	3 consecutive trials
K 1.06	Student washes a fresh fruit or vegetable properly	given a fresh fruit or vegetable	3 consecutive trials
K 1.07	Student gives reason for the necessity of washing fresh fruits and vegetables before eating	when asked the appropriate question	one acceptable reason on each of 3 consecuti trials

AREA: K - FOOD HYGIENE AND STORAGE

AREA GOAL: Student learns to apply basic sanitary procedures in food preparation

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
K 1.08	Student states that all dairy products and fresh fruit and vegetables must be refrigerated	when asked the appropriate question	3 consecutive trials
K 1.09	Student states that fresh fruits and vegetables should be stored in plastic bags in the refrigerator	when asked the appropriate question	3 consecutive trials
K 1.10	Student states that foods must be refrigerated after cooking	when asked the appropriate question	3 consecutive trials
K 1.11	Student names foods that can be stored in cabinets rather than refrigerator (Acceptable: cereal, flour, sugar, spices, unopened goods, crackers, rice, tea, coffee, etc.)	when asked the appropriate question	5 foods on each of 3 consecutive trials
K 1.12	Student wraps food for storage in the refrigerator	on teacher command, using plastic wrap, waxed paper or aluminum foil	3 consecutive trials

NUTRITION EDUCATION

AREA: L - PERSONAL HEALTH HABITS AND OUR FOOD

AREA GOAL: Student gains skills and attitudes necessary for healthful eating practices.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
L 1.01	Student responds "NO"	when asked "do we eat food from other people's plates, the garbage, the floor?"	3 consecutive trials
L 1.02	Student gives reason why eating food from the garbage, floor or other's plates is inappropriate and unhealthy (Acceptable: dirty, could cause illness, rude, etc.)	when asked the appropriate question	1 acceptable answer on each of 3 consecutive trials
L 1.03	Student responds "wash our hands"	when asked "what must we always do before eating or handling food?"	3 consecutive trials
L 1.04	Student washes hands properly in the following sequence: 1. Turns on water 2. Adjusts water temperature 3. Picks up soap 4. Lathers soap in hands 5. Returns soap to holder 6. Washes hands 7. Rinses hands 8. Turns off water 9. Picks up towel 10. Dries hands 11. Returns towel to holder (discards paper towel)	given initiating prompt by teacher	Performs task in sequence on 3 consecutive trials.
L 1.05	Student washes hands properly when necessary	without teacher prompt	on 3 consecutive trials

AREA: M - SENSORY IDENTIFICATION OF FOODS (ENRICHMENT)

AREA GOAL: . Student learns to identify and categorize foods through the senses of touch, taste, smell.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
M 1.01	Student categorizes foods by touch as: a) hard or soft b) smooth or rough	Blindfolded, given 6 foods, 3 of each description	3 consecutive trials for a) and b)
M 1.02	Student categorizes foods by taste: a) sweet d) bitter b) sour c) salty	Blindfolded, given 12 foods, 3 of each description	3 consecutive trials for a), b) c) and d)
M 1.03	Student identifies foods by smell	Blindfolded, given a sampling of the following foods: onion, banana, orange, peanut butter	3 foods on 3 consecutive trials
M 1.04	Student identifies foods using the senses of touch, taste and smell	Blindfolded, given 5 foods	3 foods on 3 consecutive trials

NUTRITION EDUCATION

AREA: N - THE ORIGINS AND IMPORTANCE OF FOOD (ENRICHMENT)

AREA GOAL: Student explores and acquires knowledge of food sources and values.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
N 1.01	Student selects vegetables which grow underground (Acceptable: radishes, carrots, potatoes, beets, turnips, onions, etc.)	given pictures of various vegetables	3 acceptable answers in each of 3 consecutive trials
N 1.02	Student names vegetables which grow underground	when asked appropriate question	3 acceptable answers on each of 3 consecutive trials
N 1.03	Student selects vegetables which grow above the ground (Acceptable: corn, tomatoes, lettuce, peppers, string beans, peas, cucumbers, celery, spinach, etc.)	given pictures of various vegetables	3 acceptable answers on each of 3 consecutive trials
N 1.04	Student names vegetables which grow above the ground	when asked appropriate question	3 acceptable answers on each of 3 consecutive trials
N 1.05	Student selects vegetables having edible stems (Acceptable: mushrooms, celery, asparagus, rhubarb)	given pictures of various vegetables	2 acceptable answers on each of 3 consecutive trials
N 1.06	Student names vegetables having edible stems	when asked appropriate question	2 acceptable answers on each of 3 consecutive trials
N 1.07	Student selects vegetables having edible leaves (Acceptable: lettuce, cabbage, spinach, parsley, turnip greens)	given pictures of various vegetables	2 acceptable answers on each of 3 consecutive trials

AREA: N - THE ORIGINS AND IMPORTANCE OF FOOD (ENRICHMENT)

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
N 1.08	Student names vegetables having edible leaves	when asked appropriate question	2 acceptable answers on each of 3 consecutive trials
N 1.09	Student states reason for the necessity of including vegetables in our daily diet (Acceptable: provides necessary vitamins, especially C and A, to keep us healthy and give us energy)	when asked appropriate question	one acceptable reason on each of 3 consecutive trials
N 1.10	Student selects fruit from each of the following categories: a) fruit grown on trees (acceptable: apples, peaches, oranges, grapefruit) b) fruit grown on bushes (acceptable: blueberries, currant) c) fruit grown on vines (acceptable: strawberries, melons)	given pictures of a variety of fruits and the appropriate questions	one fruit for each category on 3 consecutive trials
N 1.11	Student names fruit from each of the following categories: a) fruit grown on trees b) fruit grown on bushes c) fruit grown on vines	when asked the appropriate questions	one fruit for each category on 3 consecutive trials
N 1.12	Student states reason for the necessity of including fruits in our daily diet: (acceptable: provide necessary vitamins to keep us healthy, etc.)	when asked the appropriate question	one reason on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: N - THE ORIGINS AND IMPORTANCE OF FOOD (ENRICHMENT)

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
N 1.13	Student selects fruit belonging to the citrus family	given pictures of a variety of fruits	2 fruits on each of 3 consecutive trials
N 1.14	Student names fruits belonging to the citrus family	when asked the appropriate question	2 fruits on each of 3 consecutive trials
N 1.15	Student states reason for the necessity of including citrus fruits in our daily diet (Acceptable: They contain Vitamin C which guards against infection and heals broken bones & wounds)	when asked the appropriate question	1 acceptable reason on each of 3 consecutive trials
N 1.16	Student selects those animals that produce milk (Acceptable: cow, goat)	given pictures of various animals	3 consecutive trials
N 1.17	Student names those animals that produce milk	when asked the appropriate question	3 consecutive trials
N 1.18	Student names different kinds of milk (Acceptable: whole milk, skim milk, buttermilk, evaporated milk, dry milk)	when asked the appropriate question	3 correct answers on each of 3 consecutive trials
N 1.19	Student names products made from milk (Acceptable: cream, butter, yogurt, cheese, ice cream)	when asked the appropriate question	3 correct responses on each of 3 consecutive trials

NUTRITION EDUCATION

AREA: N - THE ORIGINS AND IMPORTANCE OF FOOD (ENRICHMENT)

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
N 1.20	Student states one reason for the necessity of including milk and milk products in our daily diet (Acceptable: calcium for bones and teeth, Vitamins A and D)	when asked the appropriate question	3 consecutive trials
N 1.21	Student names one product obtained from each: a) pigs (Acceptable: bacon, pork, ham, pork chops) b) poultry (Acceptable: chicken, turkey, duck, geese) c) cows (Acceptable: steak, roast beef, hamburger) d) sheep (Acceptable: lamb, lamb chops)	when asked the appropriate question	3 consecutive trials
N 1.22	Student states reason for the necessity of including meat and/or fish in our daily diet. (Acceptable: protein, iron necessary for growth)	when asked the appropriate question	3 consecutive trials

NUTRITION EDUCATION

AREA: 0 - FOODS FROM OTHER LANDS

AREA GOAL: Student becomes familiar with foods that originate from other countries.

OBJECTIVE NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
	Student names prepared foods that originate in each of the following countries:	given the appropriate question	2 prepared foods for each country 3 consecutive trials for each
0 1.01	China		
0 1.02	Italy		
0 1.03	Mexico		
0 1.04	Japan		
0 1.05	Germany		
0 1.06	France		
0 1.07	Ireland		
0 1.08	Student states national origin	when presented with 2 foods from each country studied	3 consecutive trials
0 1.09	Student categorizes foods according to country of origin	given foods or pictures of foods from all countries studied	2 foods for each country studied 3 consecutive trials for each

NUTRITION EDUCATION

AREA: 0 - FOODS FROM OTHER LANDS

NUMBER	BEHAVIOR	CONDITION	CRITERION OF ACCEPTABLE PERFORMANCE
	Student names prepared foods that are associated with the following American ethic groups	given the appropriate question	2 prepared foods for each culture 3 consecutive trials for each
0 1.10	Puerto Rican		
0 1.11	Jewish		
0 1.12	Black (Afro-American)		
0 1.13	Student states ethnic origin	when presented with 2 foods from each culture studied	3 consecutive trials
0 1.14	Student categorizes foods according to ethnic origin	given foods or pictures of foods from all cultures studied	2 foods for each culture studied 3 consecutive trials

Appendix A - Common Foods

Fruits

apple	pineapple	plum
orange	cherries	strawberries
banana	lemon	blueberries
pear	lime	grapefruit
peach	watermelon	cantaloupe
grapes		honeydew

Vegetables

potato	lettuce	asparagus
corn	(salad)	broccoli
carrots	cucumber	cauliflower
peas	celery	eggplant
beans	radish	zucchini
tomato	beets	squash
onion	spinach	brussel sprouts
green pepper		cabbage

Grain and Cereal Products

bread	cookie	cracker
cooked cereal - oatmeal	cupcake	pancake
farina	muffin	waffle
cake	rolls	rice
	cold cereals	

Poultry, Meat and Fish Products

beef	hamburger	turkey
chicken	bologna	sausage
ham	bacon	sardines
pork	fish - tuna	fillet of fish
hot dog		lobster

Dairy Products

milk	yogurt	ice cream
eggs	cheese	cottage cheese
butter	margarine	cocoa
cream		hot chocolate

Appendix B - Additional Foods, Condiments

ketchup	pepper	pudding
mustard	syrup	jello
mayonnaise	sugar	candy
salt	coffee	gum
	tea	

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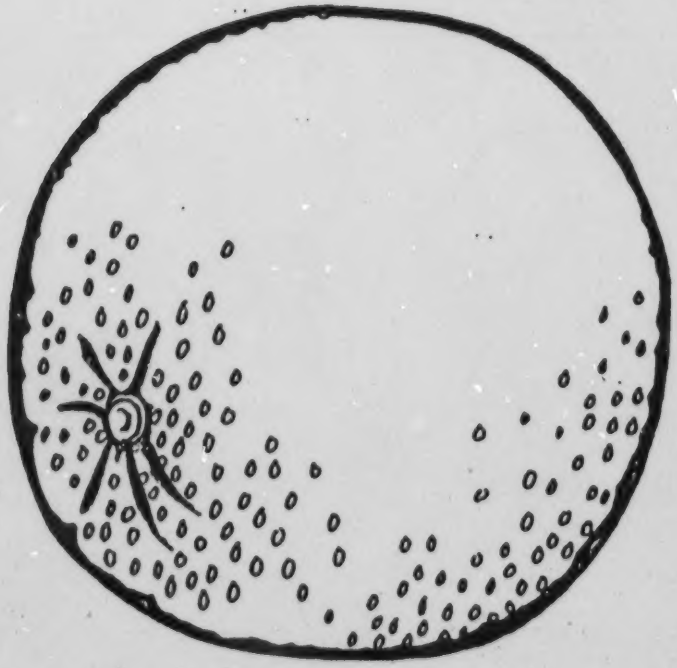

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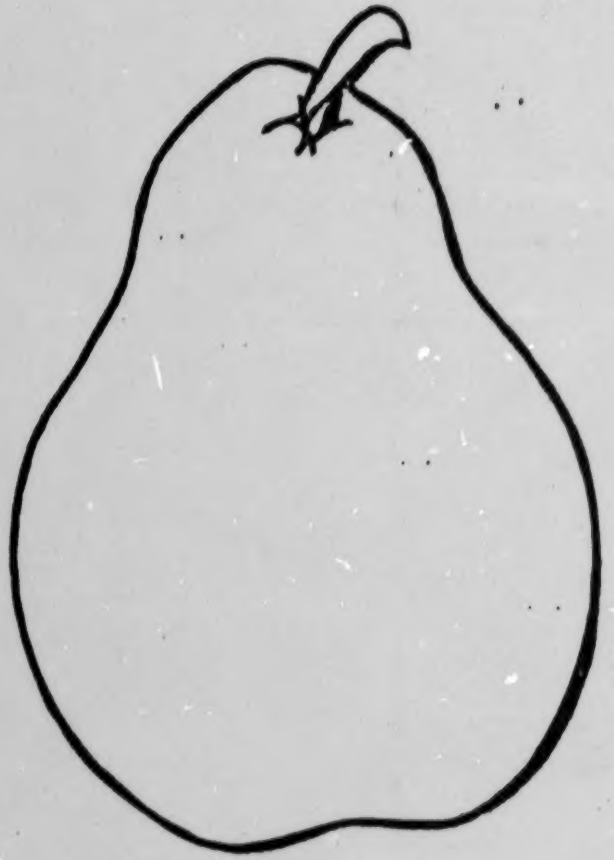

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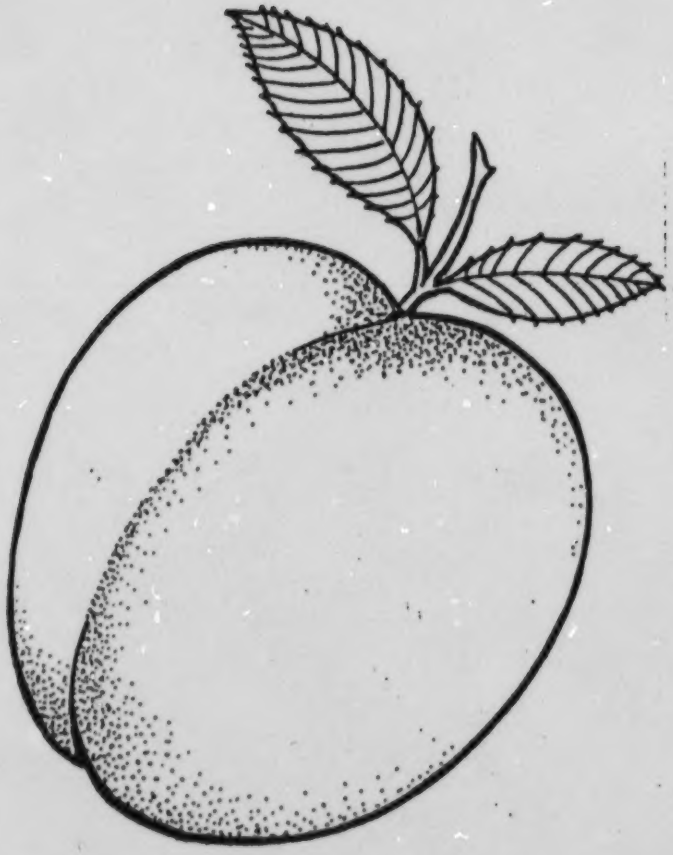

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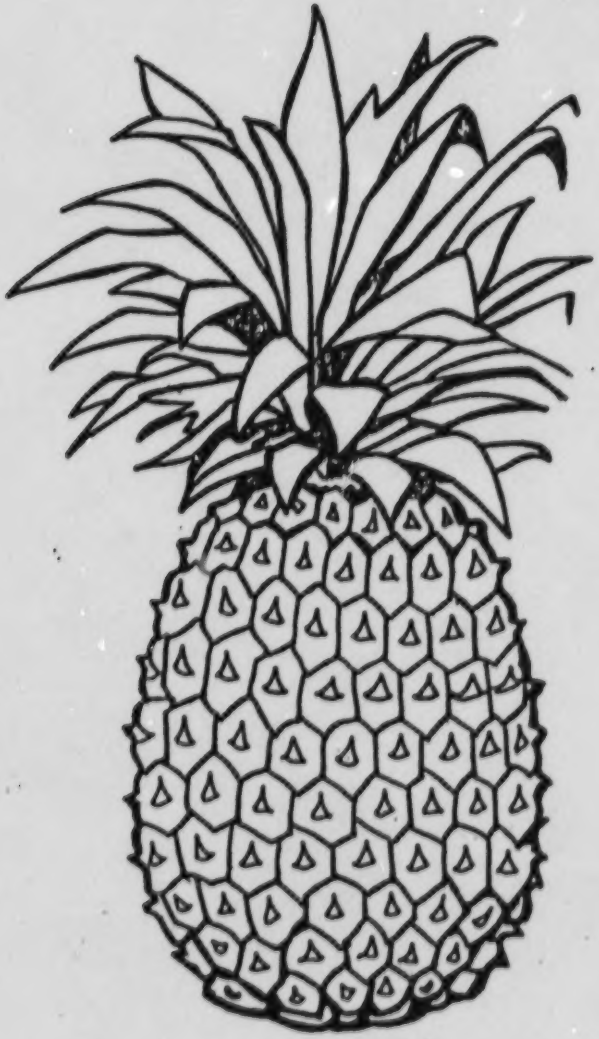

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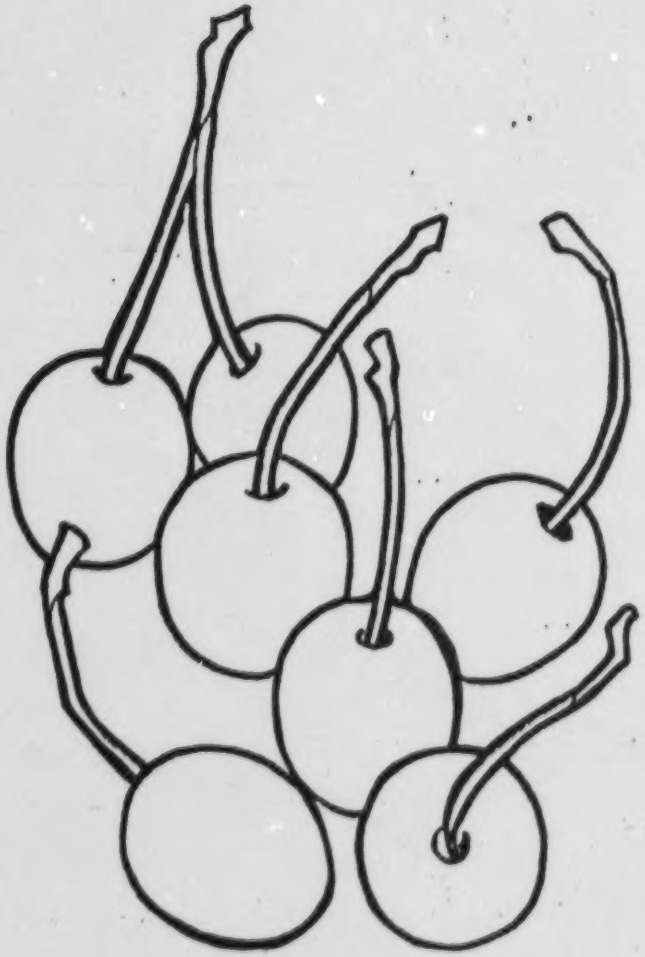

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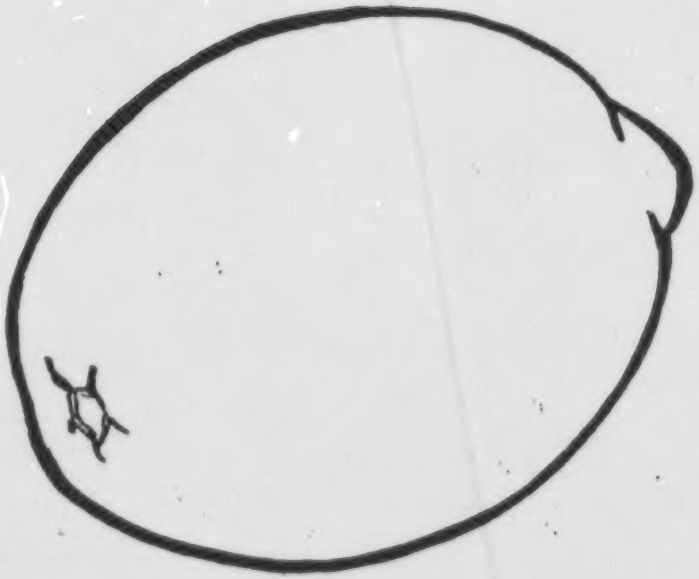

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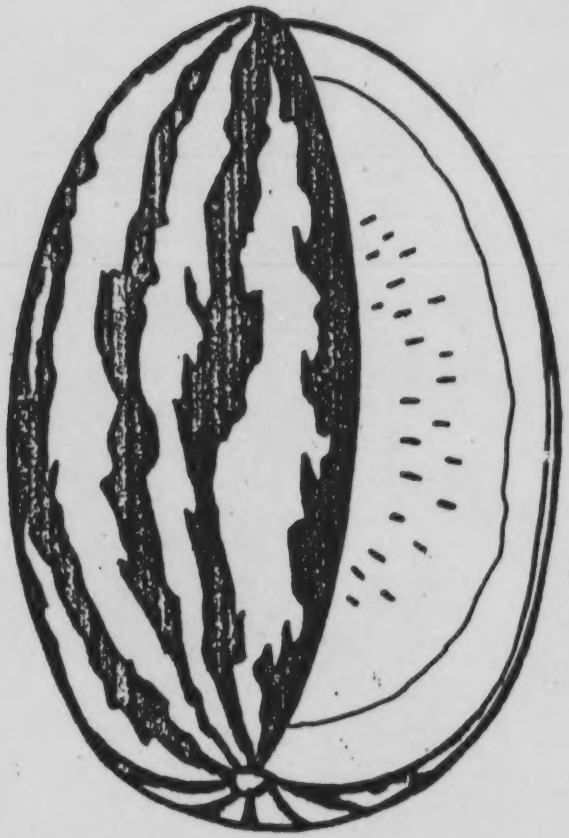

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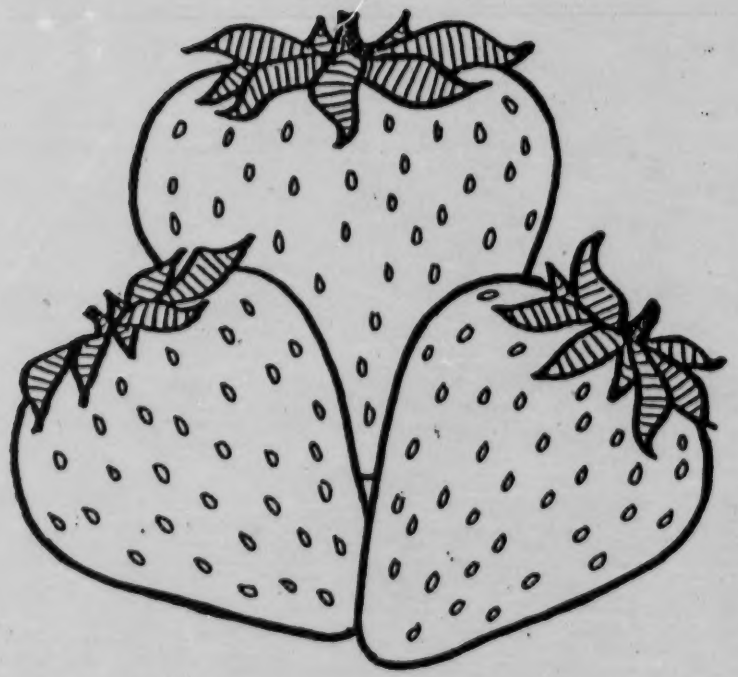

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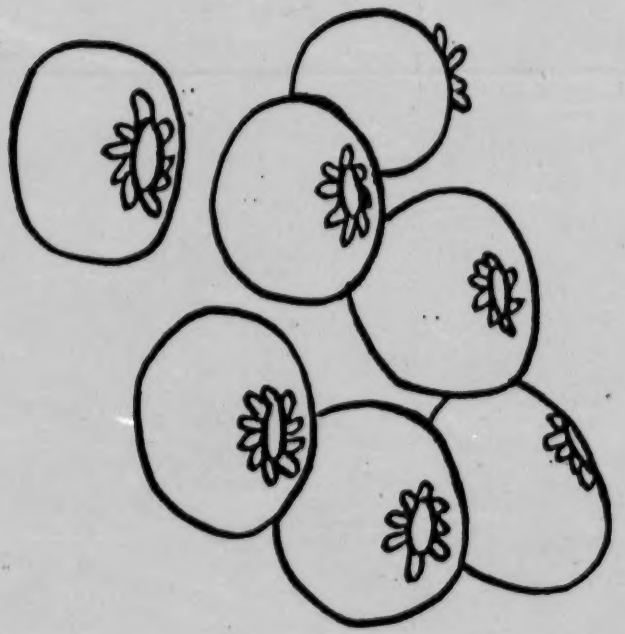

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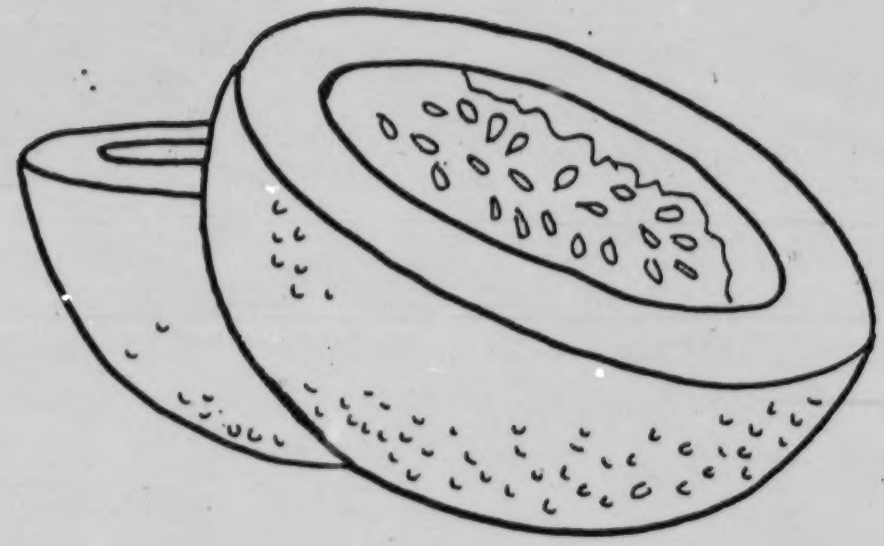

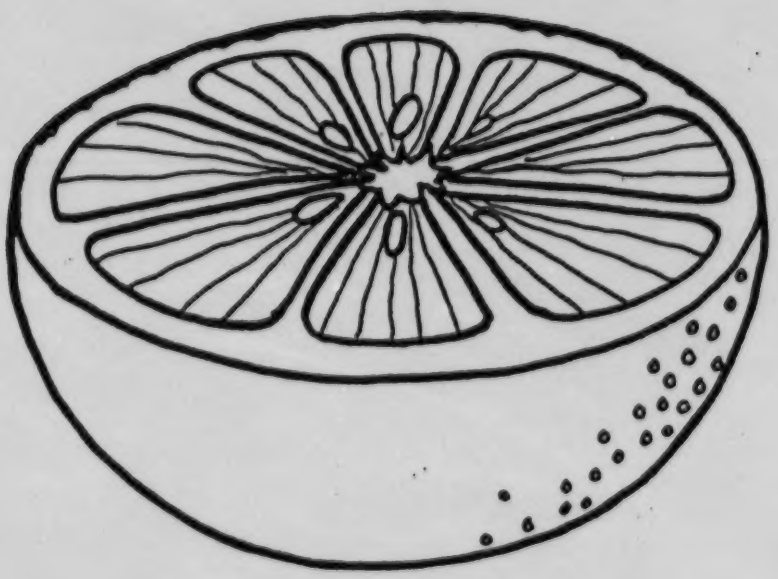

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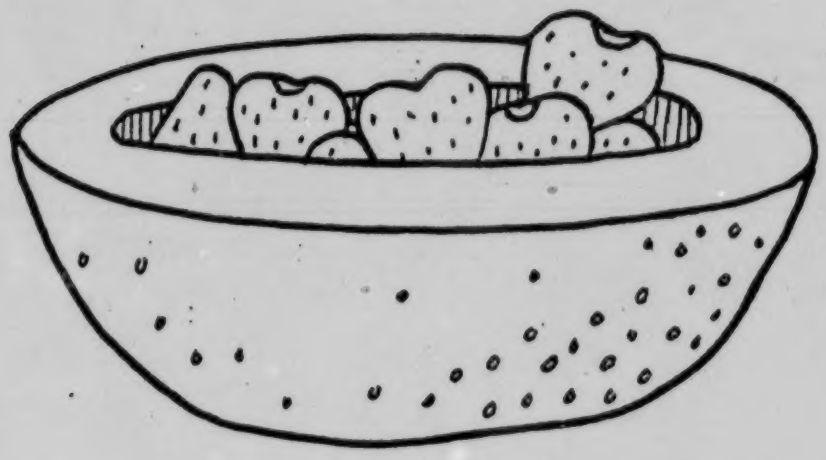

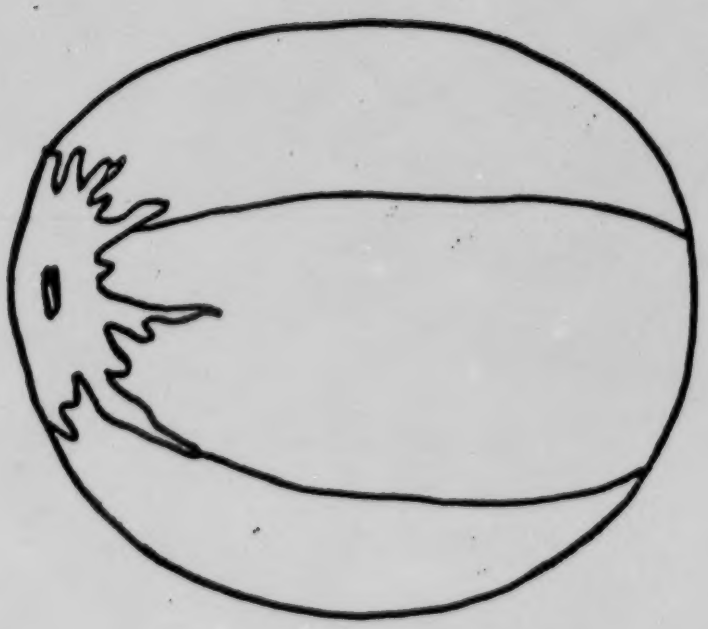

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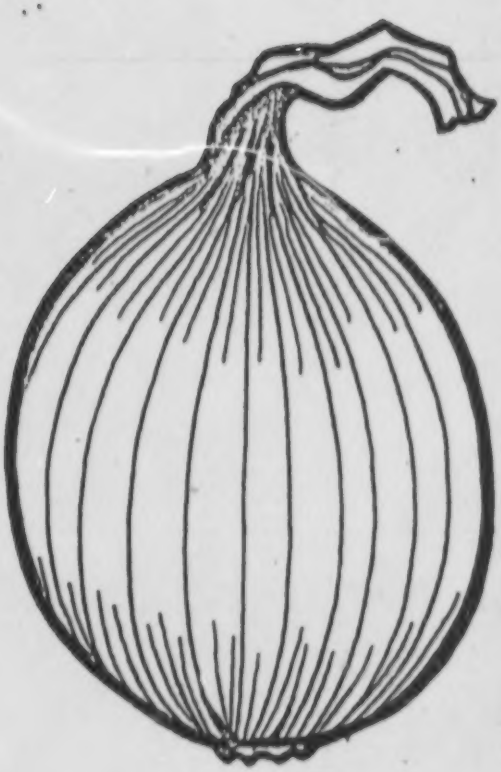

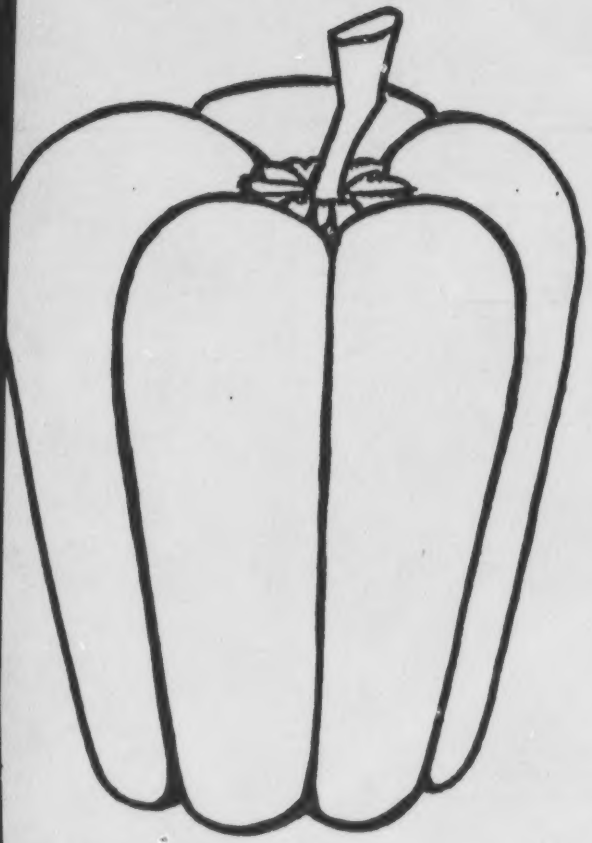

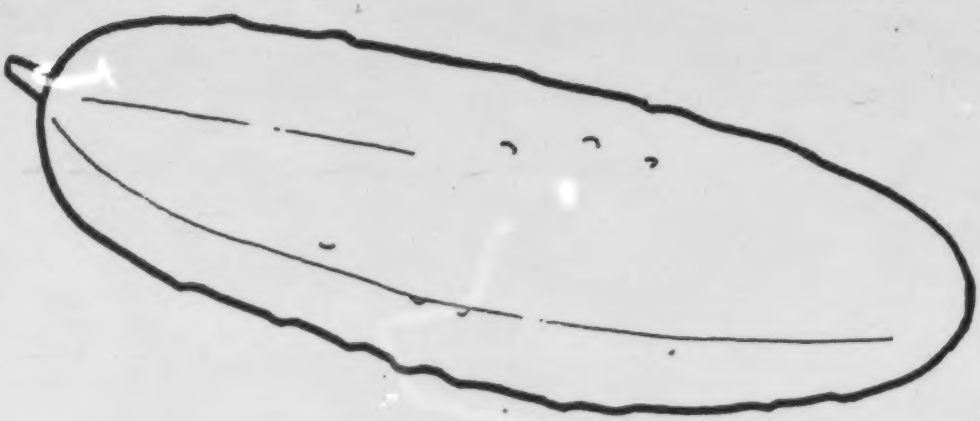

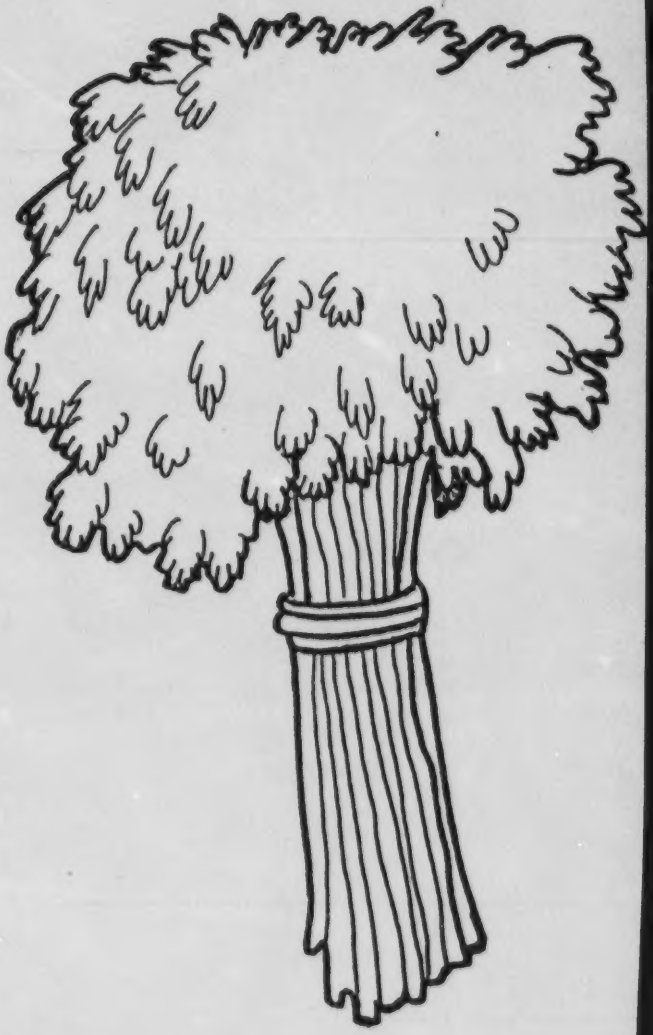

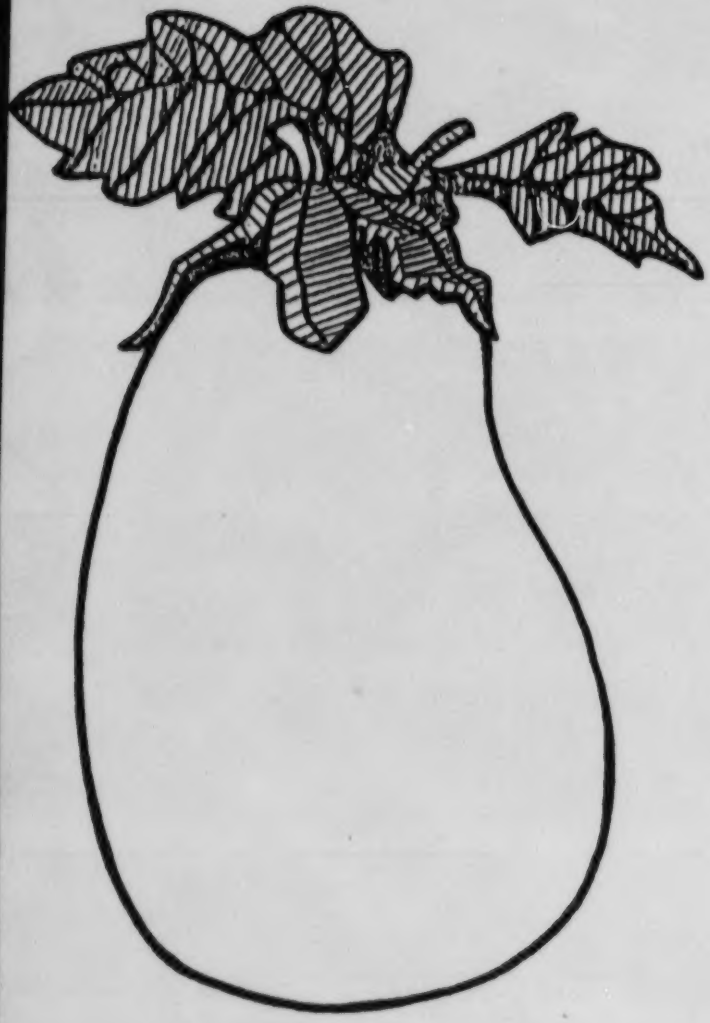

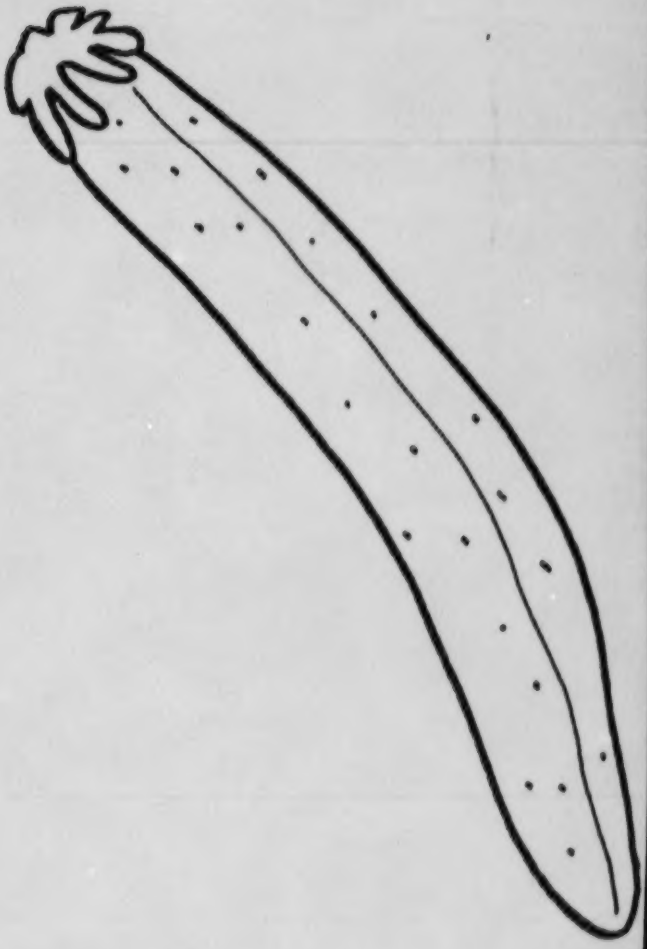

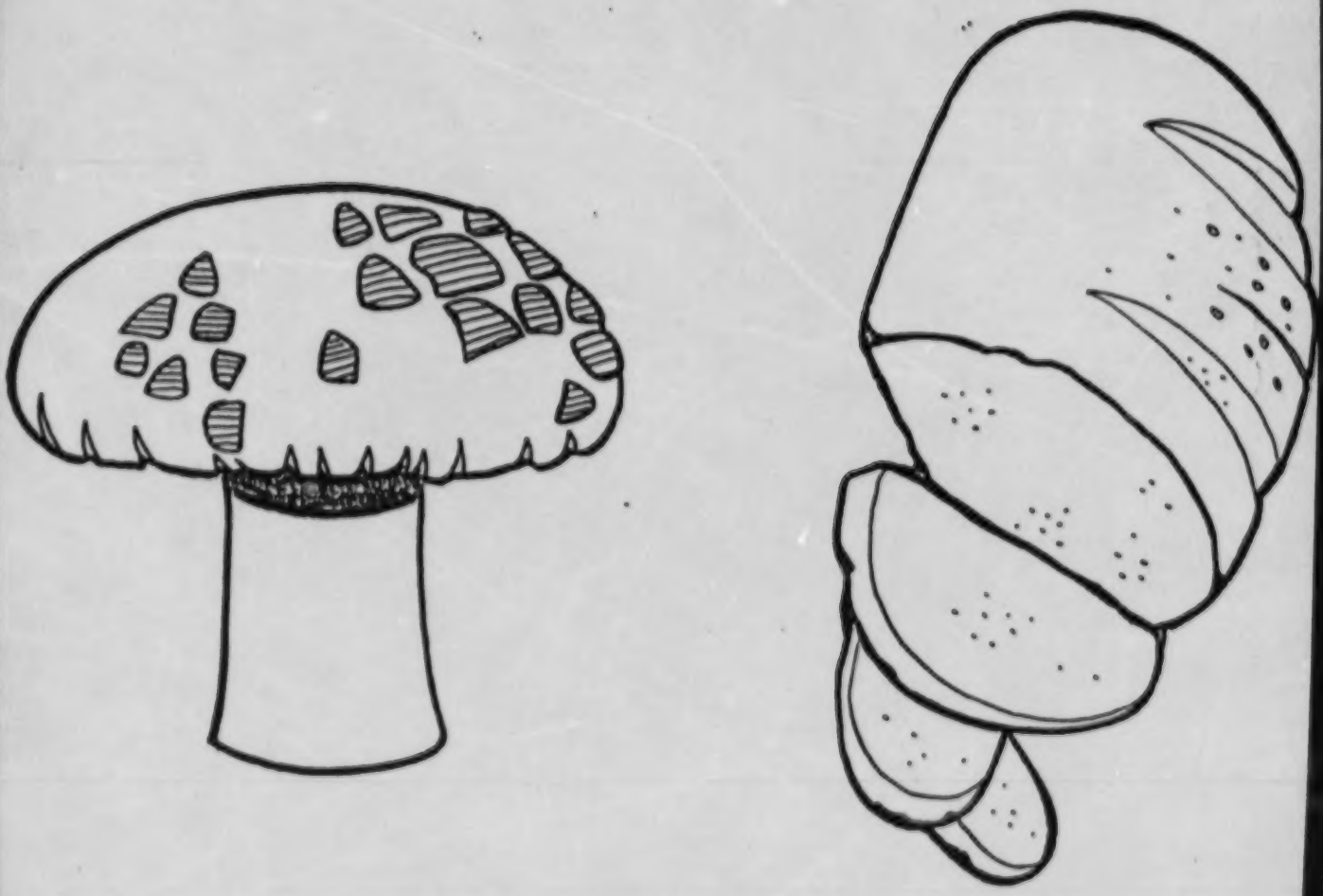

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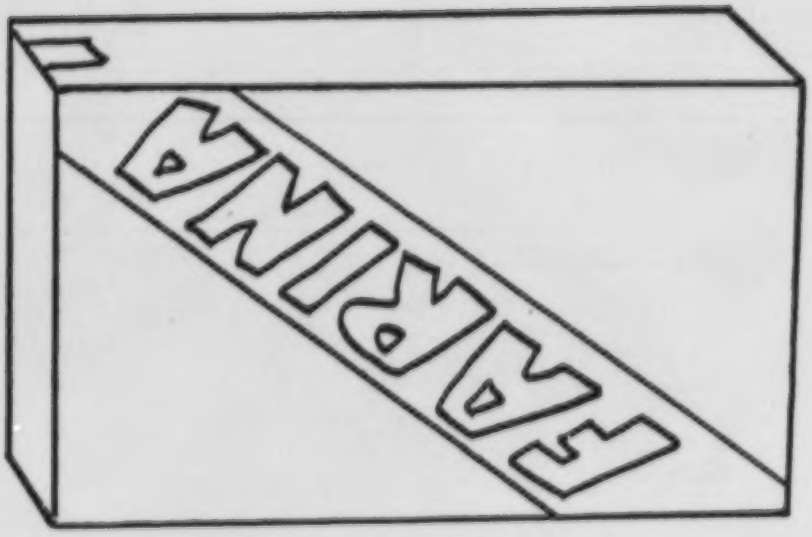
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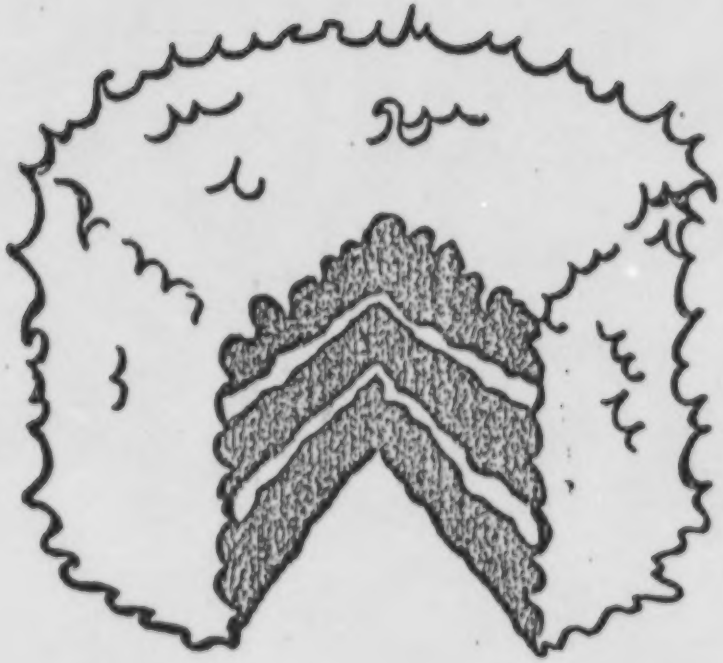

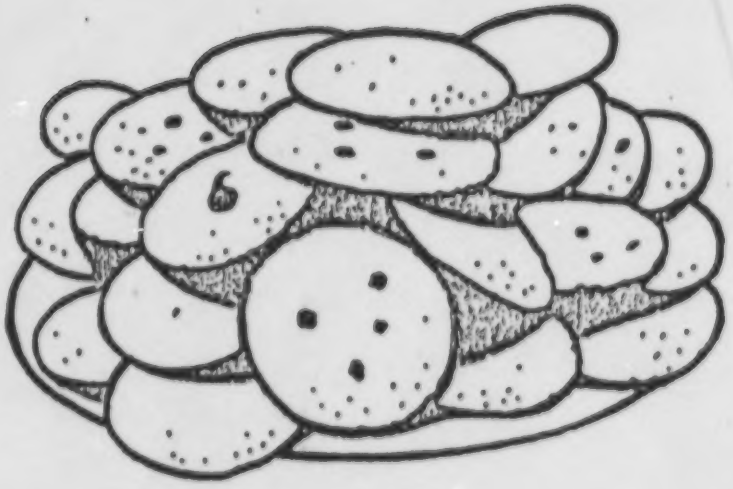

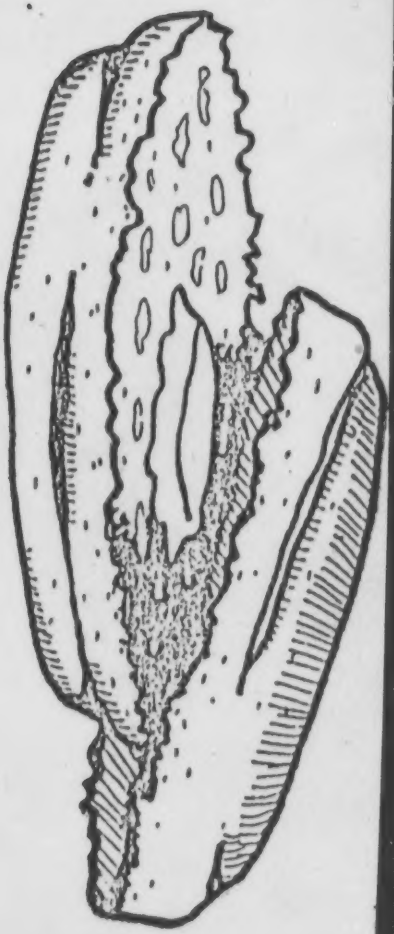

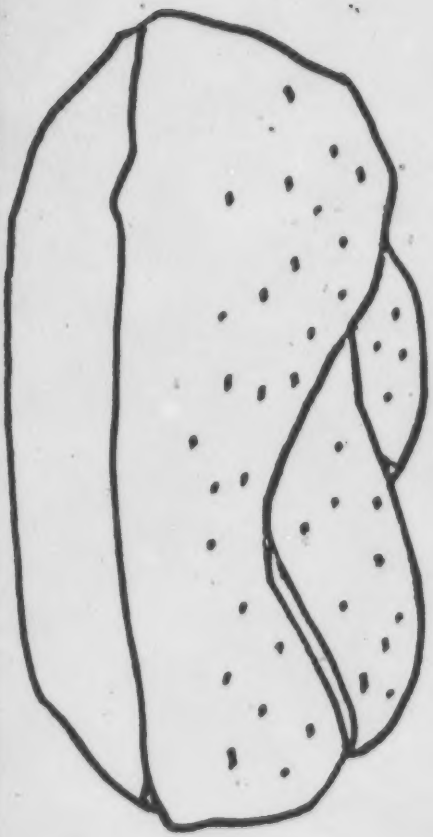

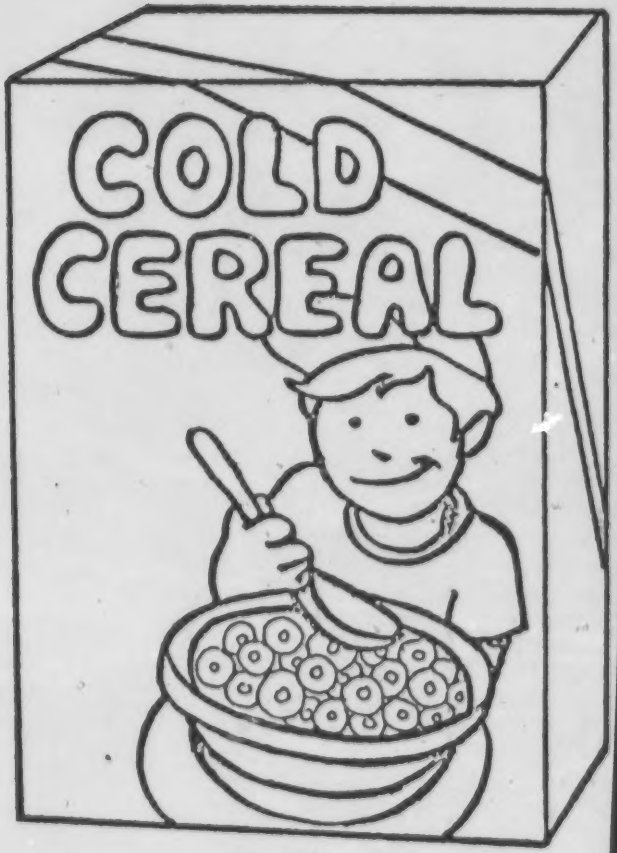
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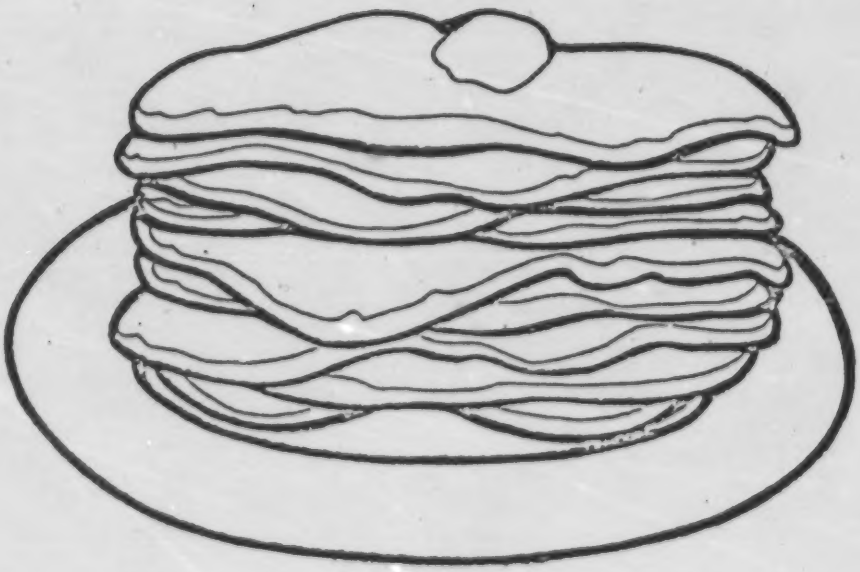
CEREAL

SALTINE
CRACKERS



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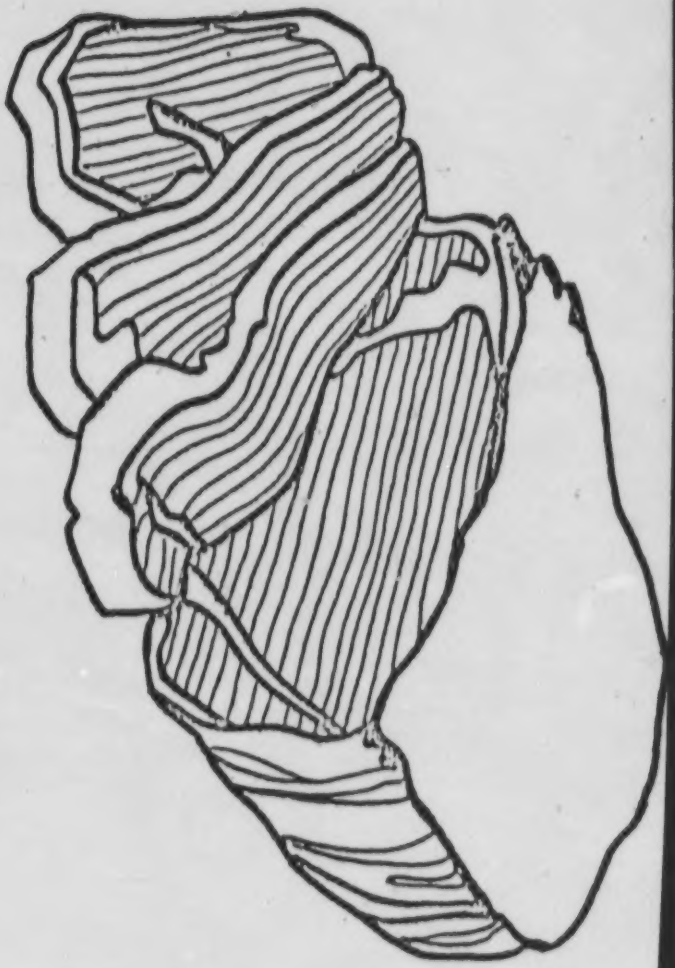

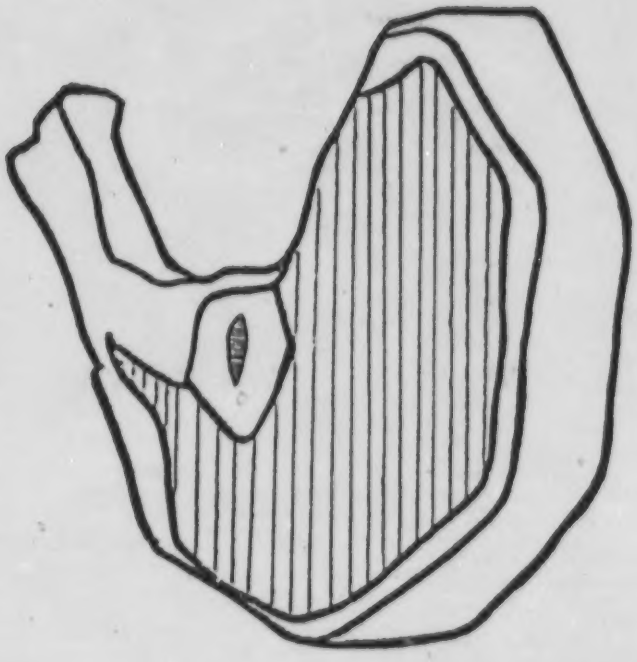

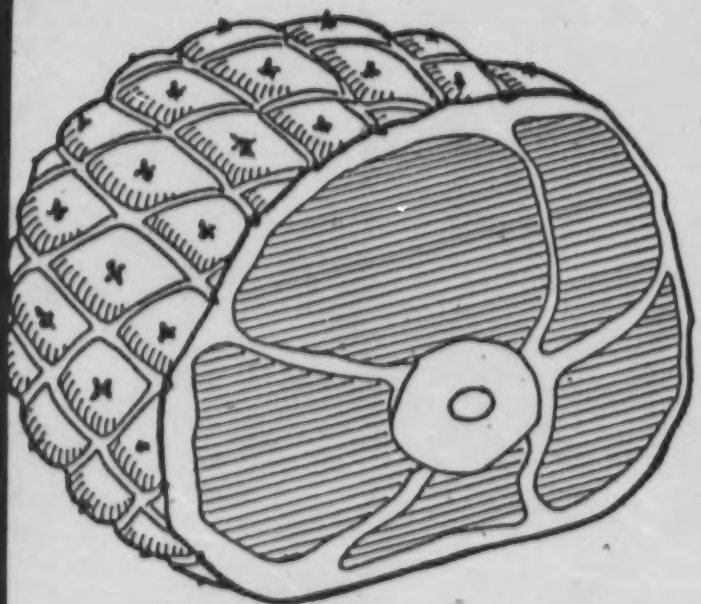

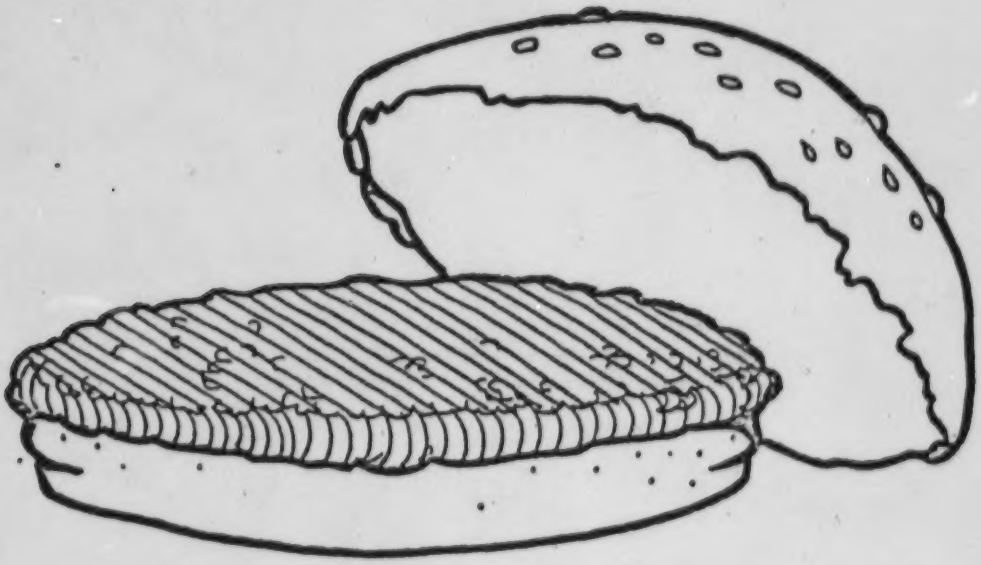

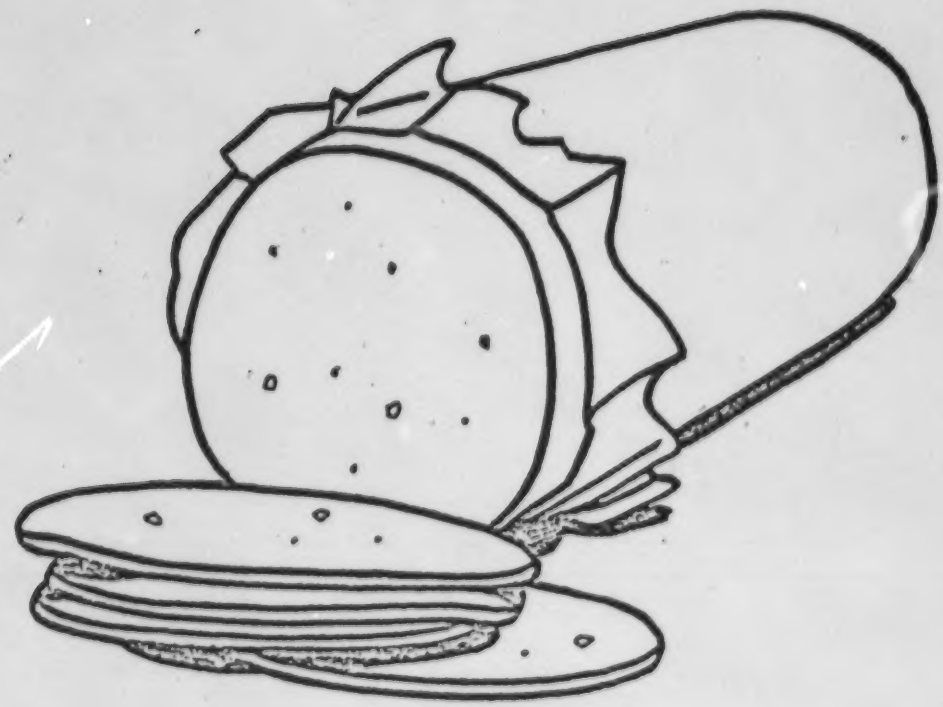

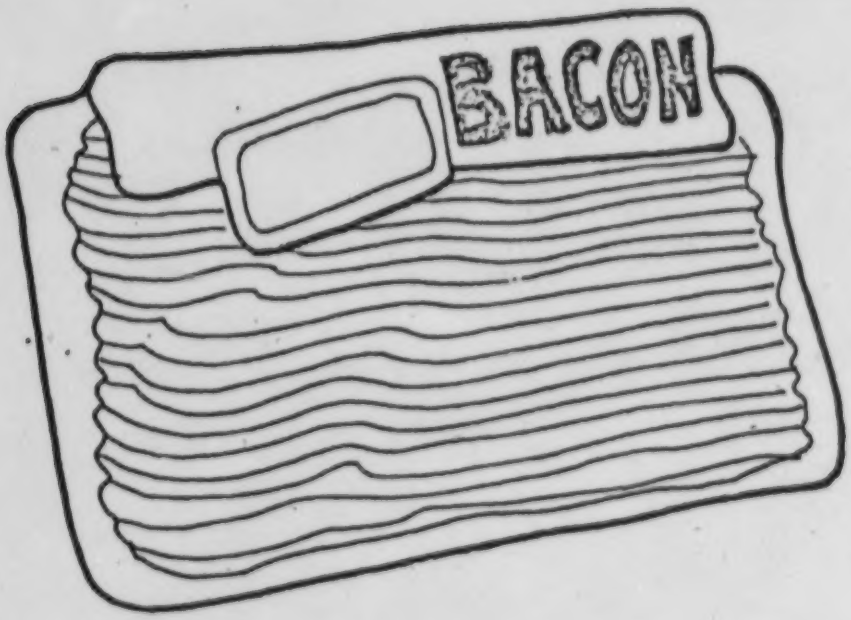
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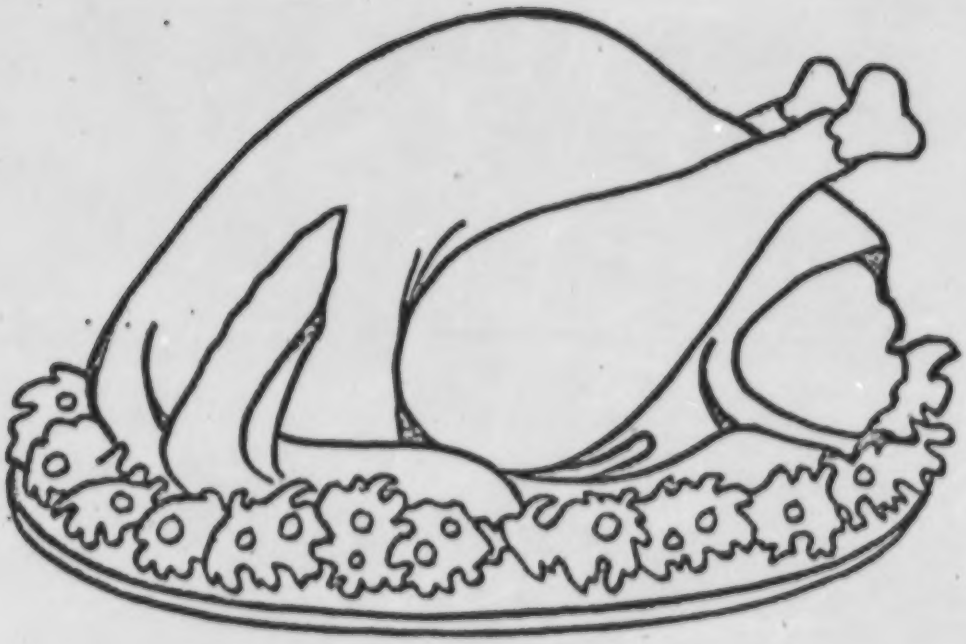
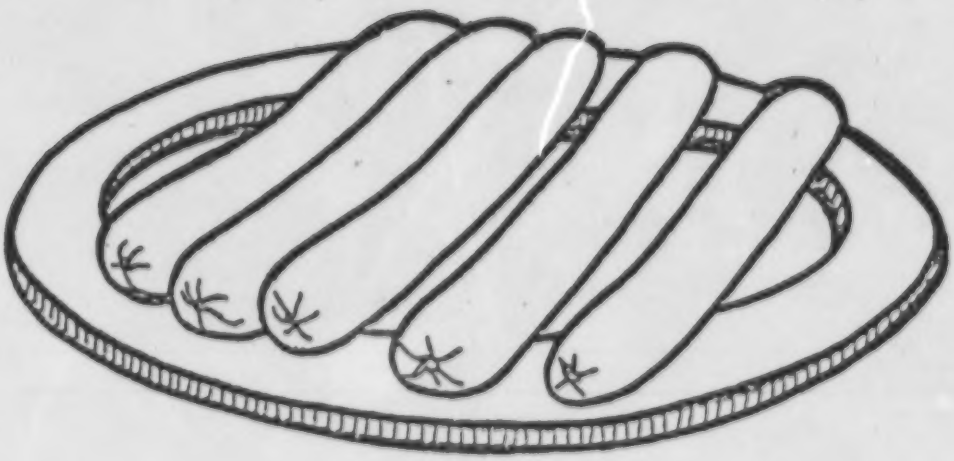
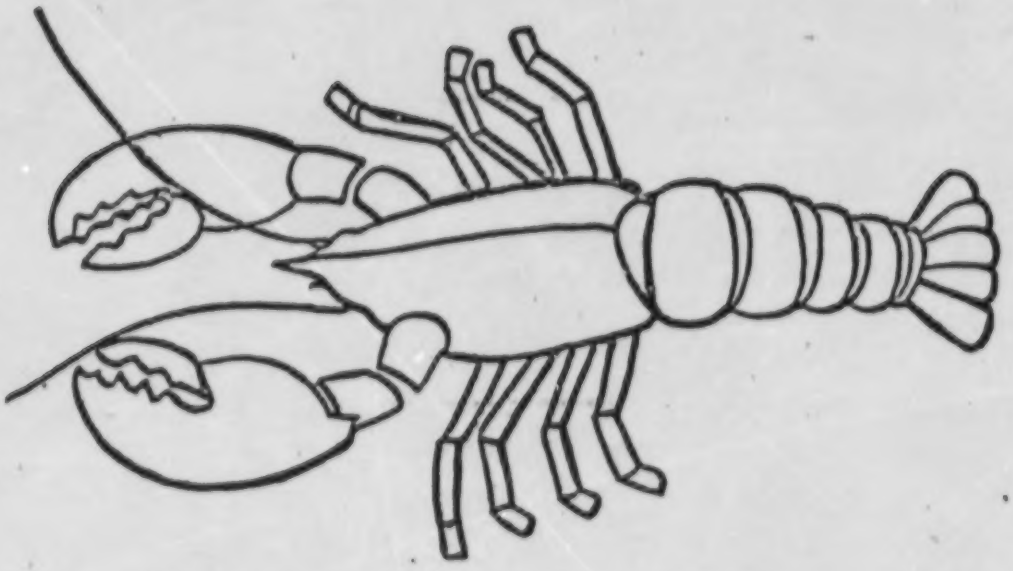
TUNA







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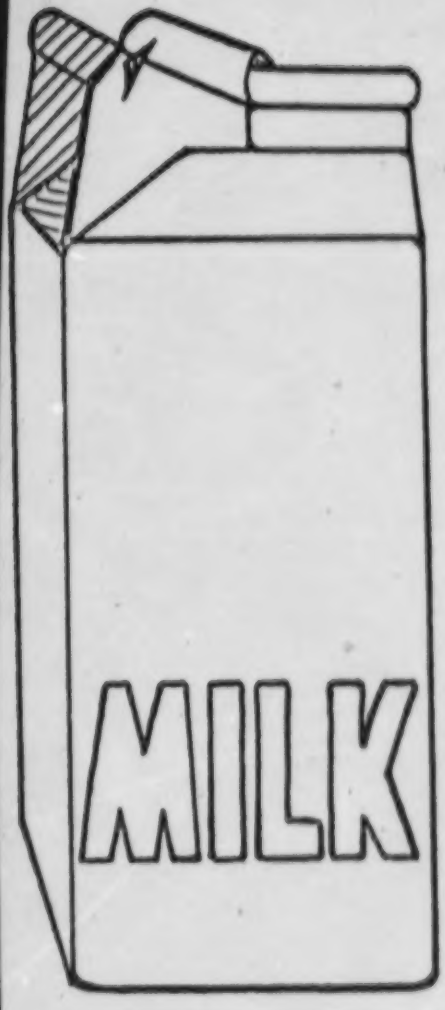
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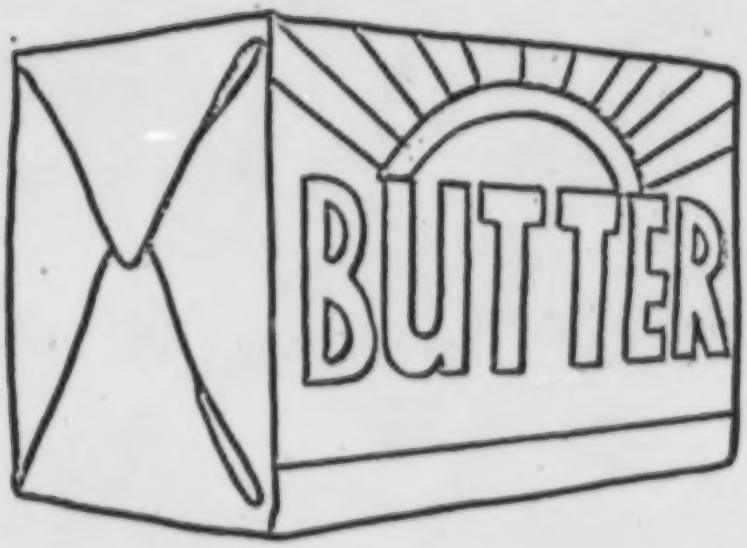
MILK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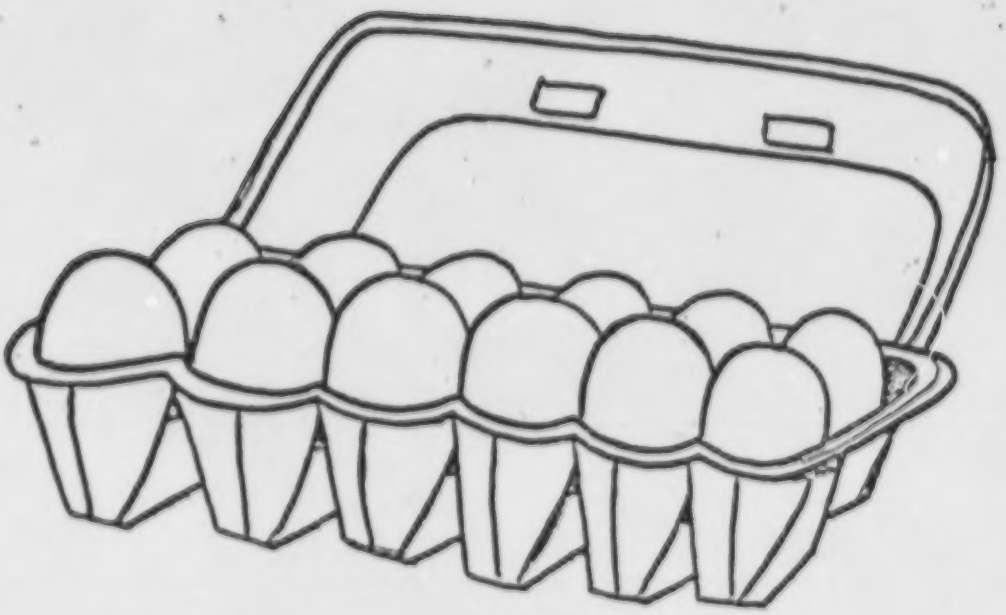
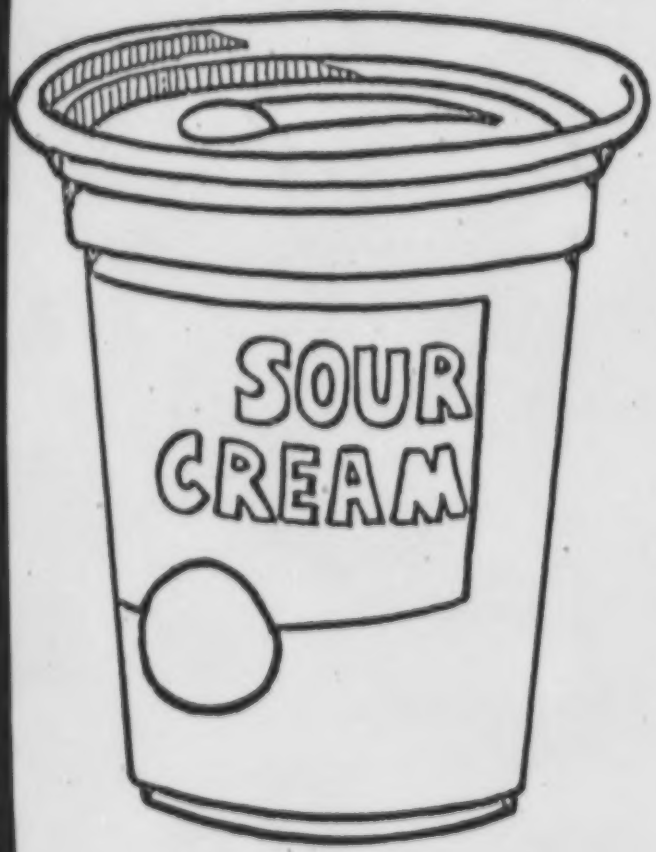
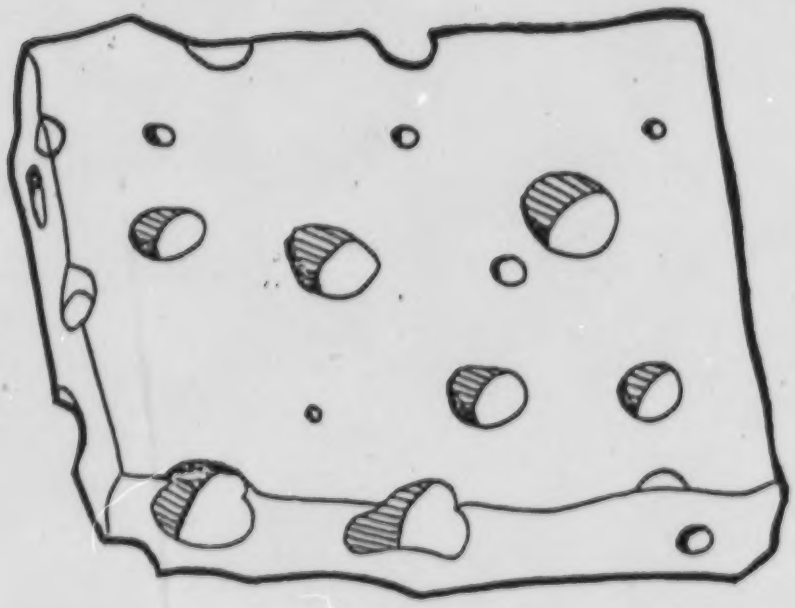
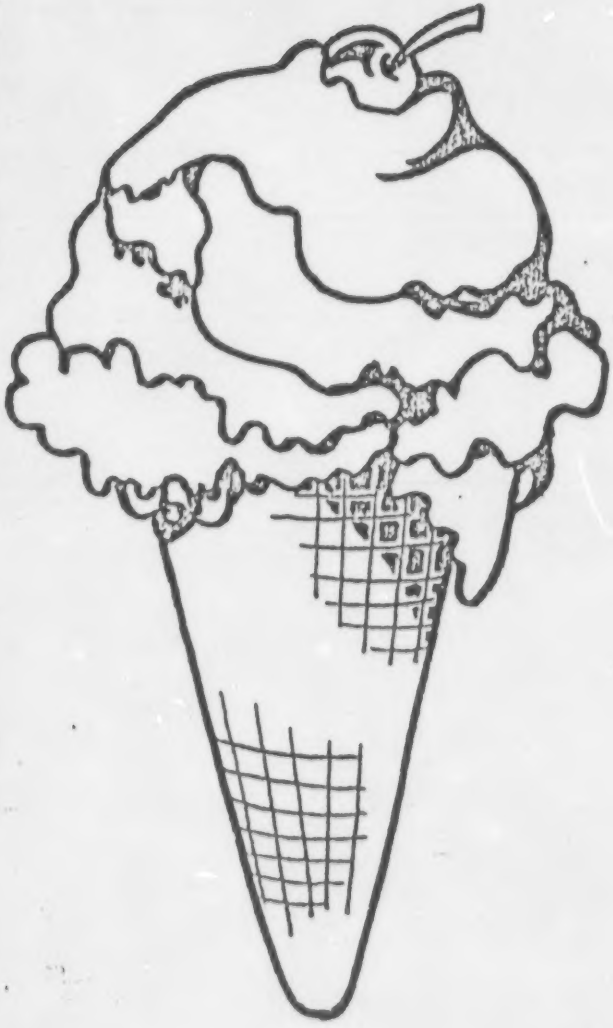



SOUR
CREAM

YOGURT
BLUEBERRY

Margarine
Margarine





COTTAGE
CHEESE

KETCHUP
MUSTARD

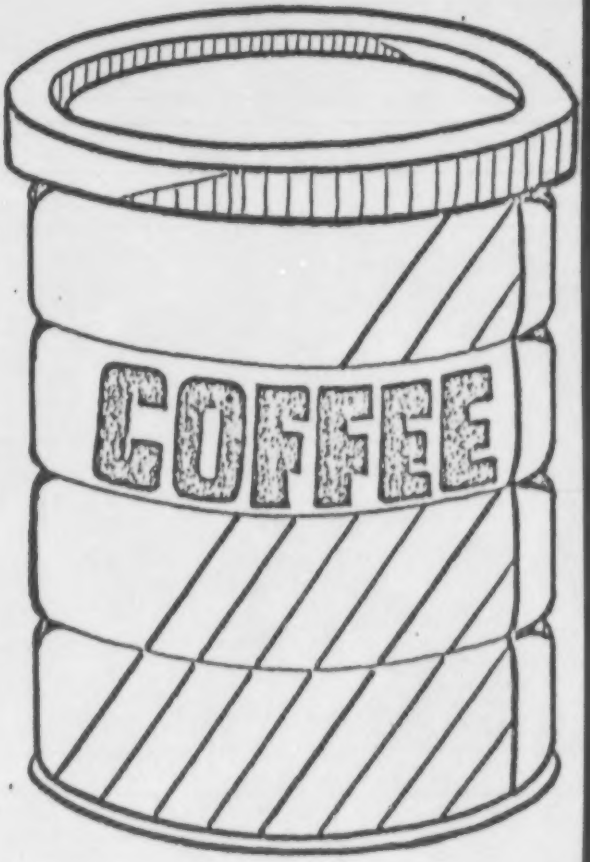
REAL
MAYONNAISE

IODIZED
SALT

PEPPER

MAPLE
SYRUP

SUGAR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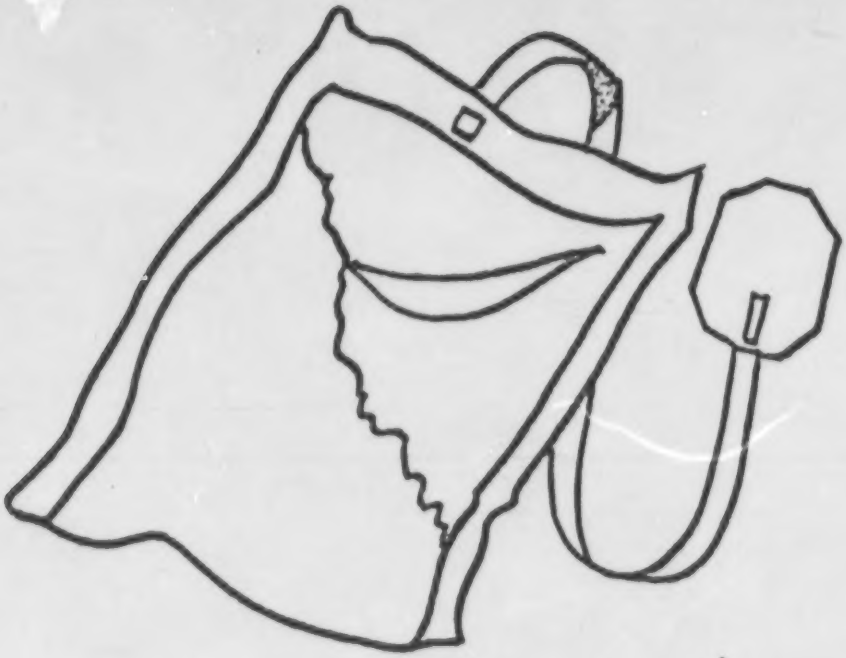
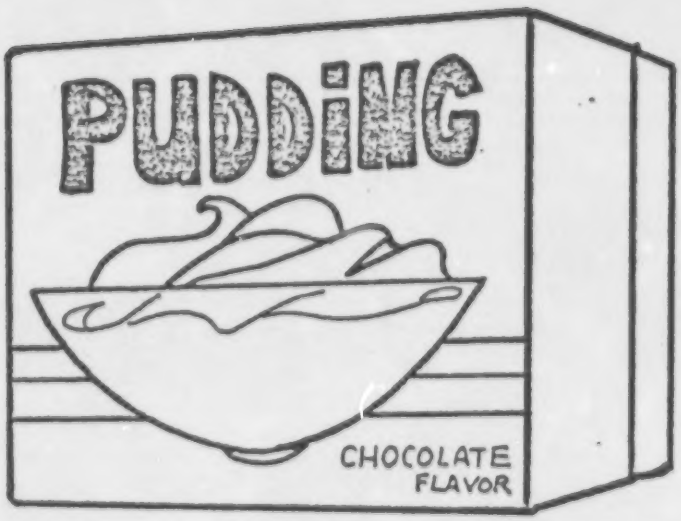
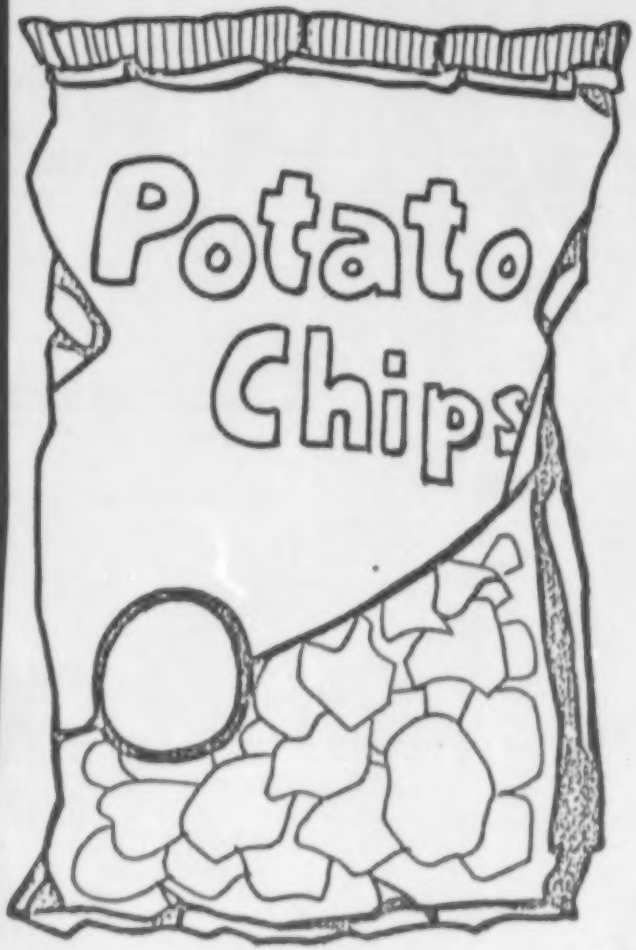


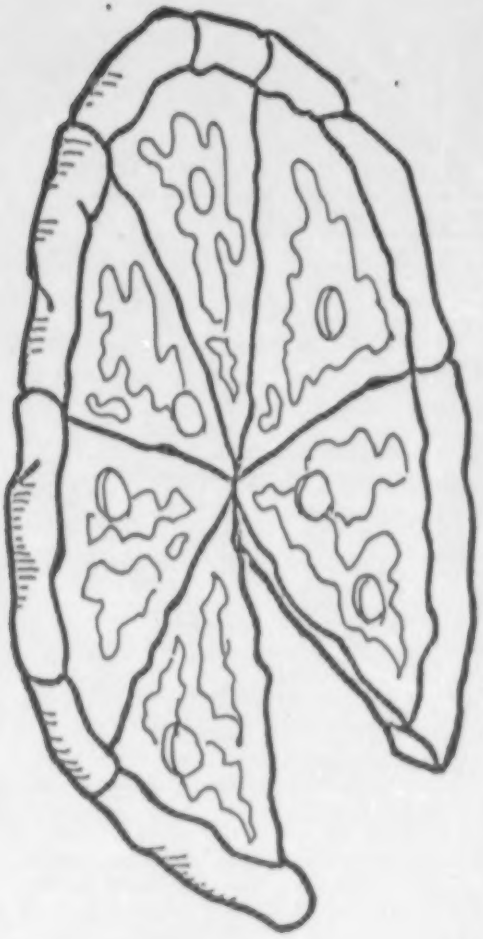

PUDDING
CHOCOLATE
FLAVOR

STRAWBERRY
JELL-O

GUM

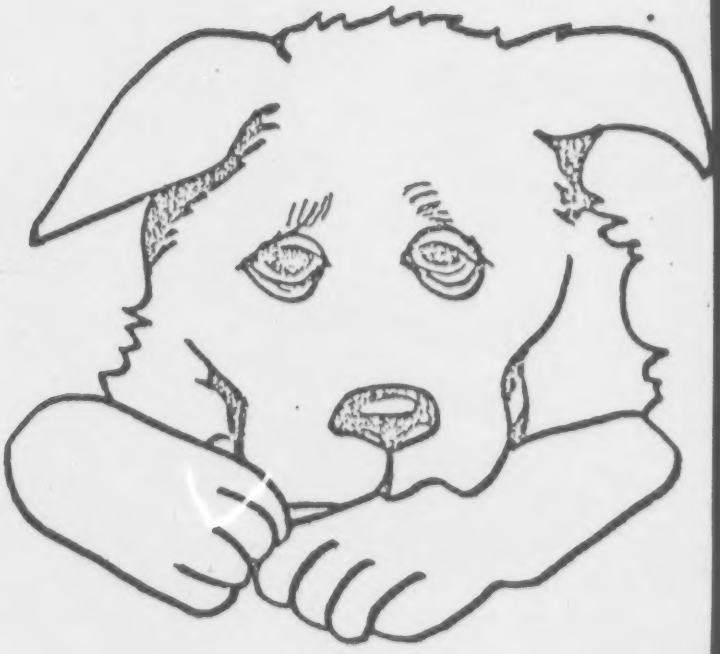
GUM

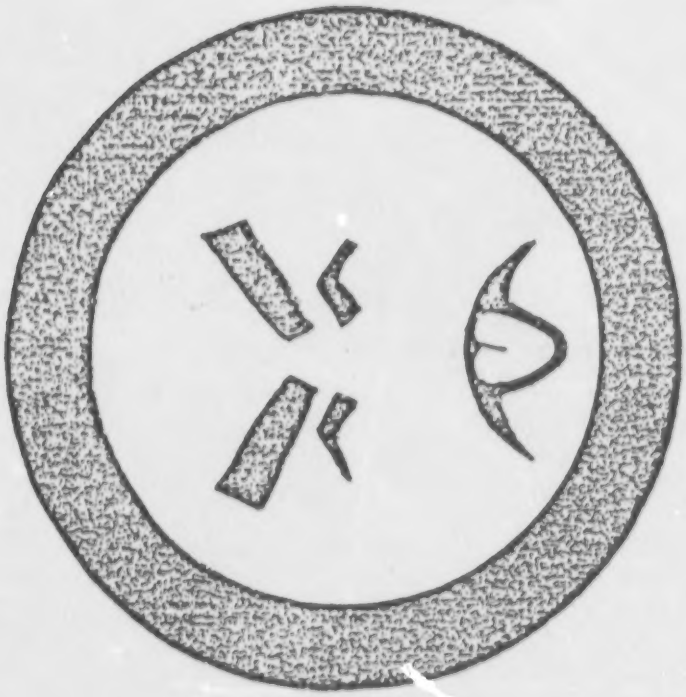

Potato
Chips

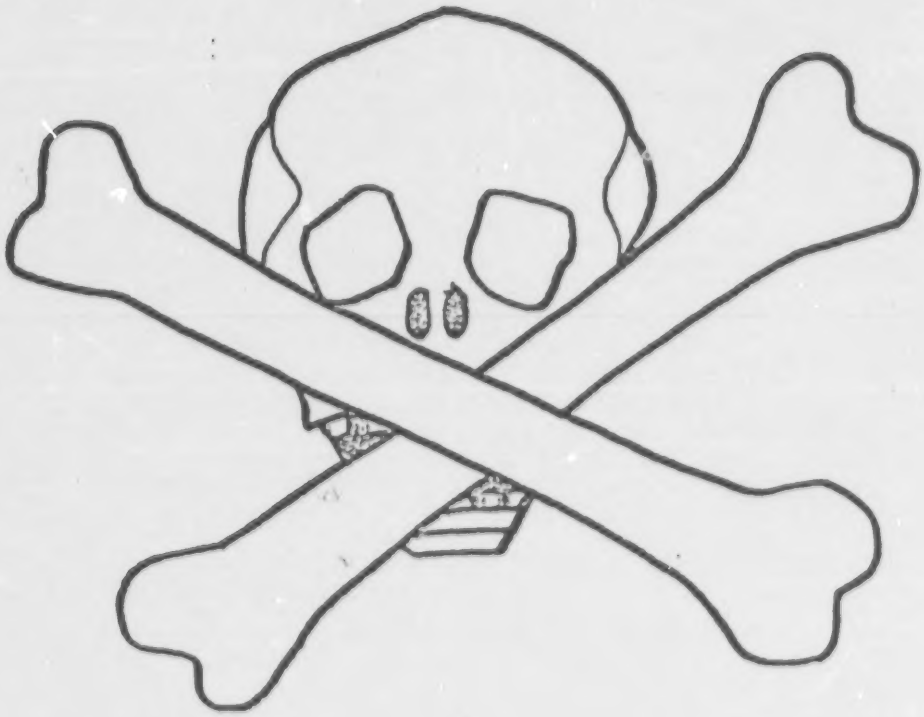


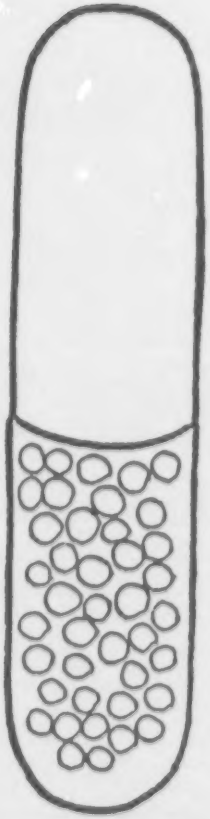
SODA

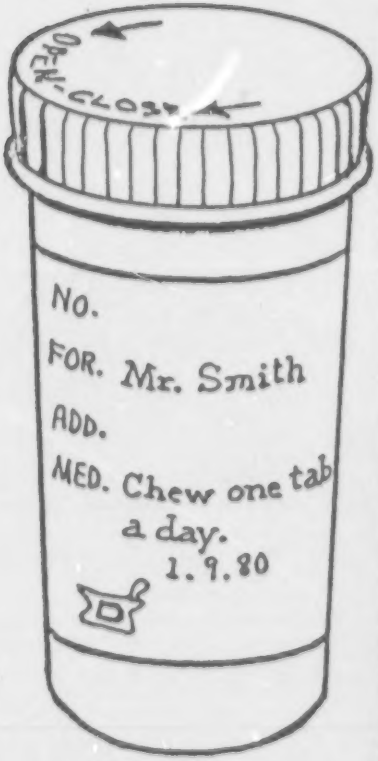
HOT
CHOCLATE

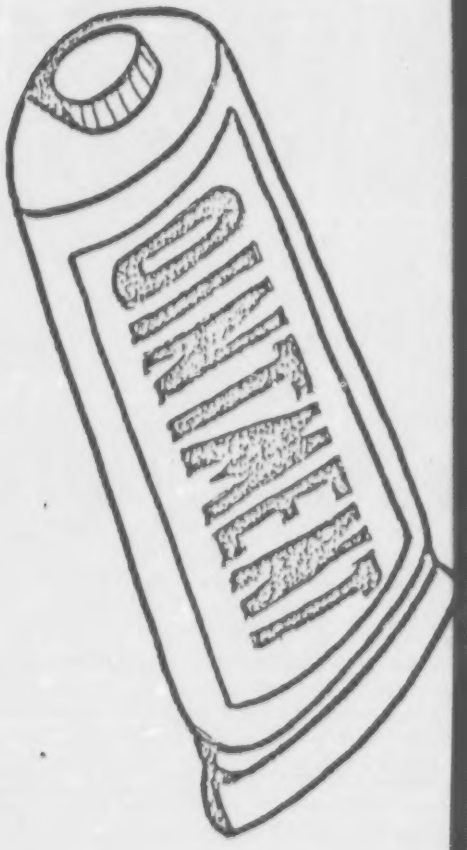


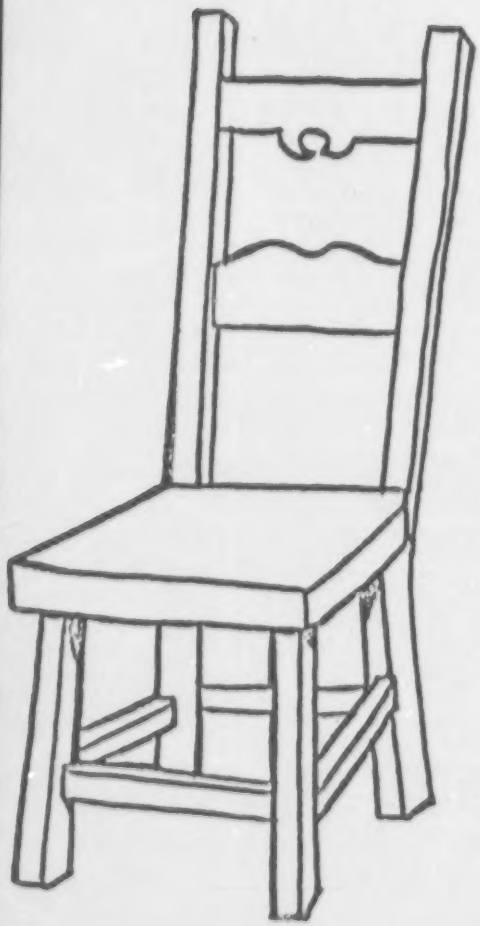


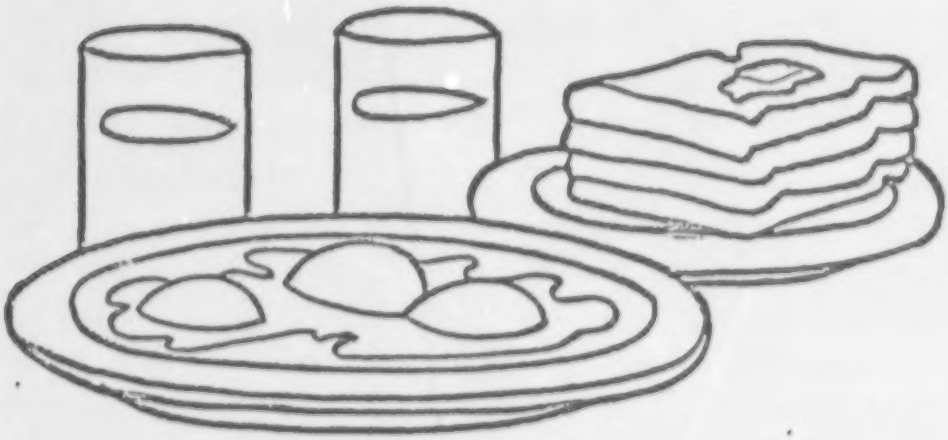


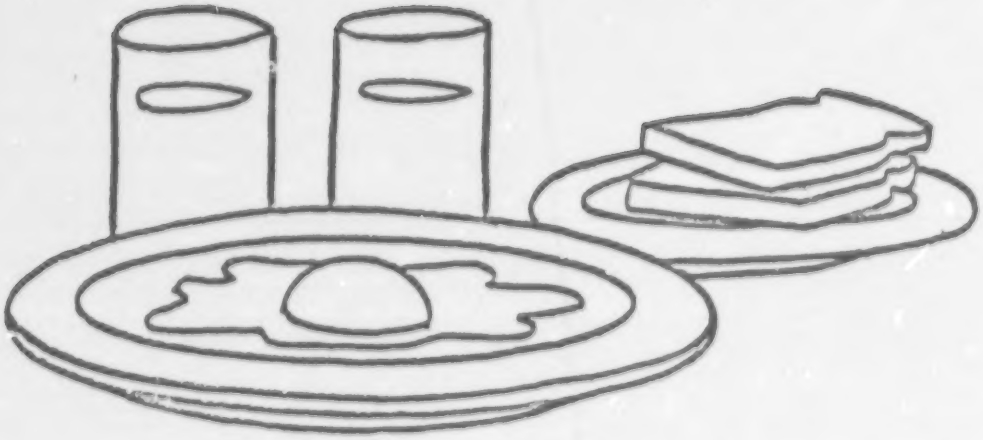


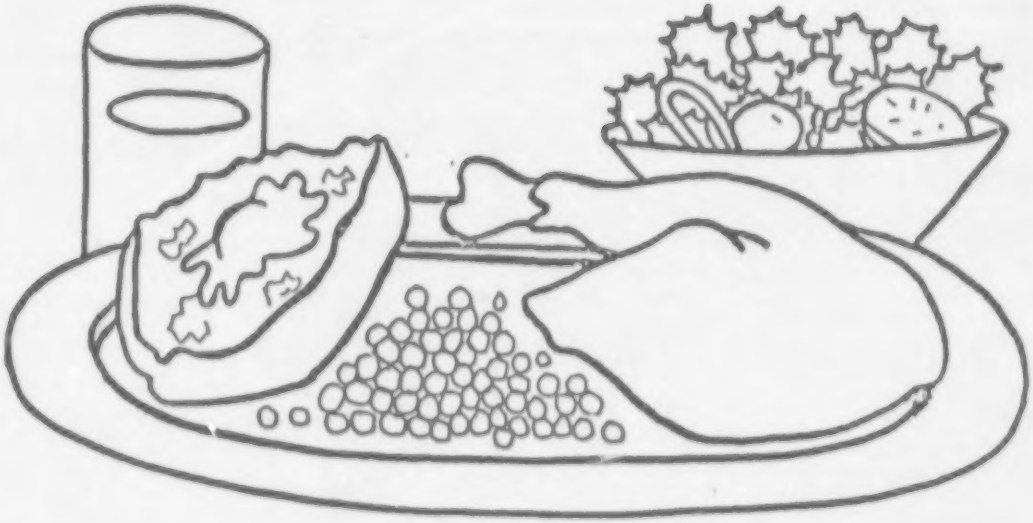

OPEN-CLOSE
NO.
FOR. Mr. Smith
ADD.
MED. Chew one tab
a day.
1.9.80











V Activities - GO!!

The activities provided in this section for each of the objective areas are suggested to teach and reinforce the concepts. They are teacher-directed learning experiences. It is not expected that students will be able to reproduce all meal preparations independently.

This is by no means a complete listing of activities. Teachers are asked to use them as a resource and a starting point. Space is available throughout this section for teachers to evaluate activities used and add other activities developed through their own creativity.

Activities for A 1.0 Matching Foods

Visual discrimination and matching common foods is the simplest instructional section of this nutrition curriculum. The objectives are sequenced according to difficulty, moving from simple (concrete) tasks to more involved (abstract) activities. It is not necessary at this level for the student to have internalized food concepts or labels.

The teacher is advised to adjust the task to the individual needs and abilities of the students. If necessary, one can begin with one to one matching, followed by matching an object to an array of two objects and finally to an array fo three objects.

For most effective teaching it is important to utilize a sequence of teacher cue reductions when establishing matching behavior. Move from a level of nearly total teacher dominance to relative student independance.

Step One - Physical manipulation (the actual physical guidance of the student by the teacher)
Step Two - Teacher Demonstration, Pupil Imitation
Step Three - Verbal Stress and/or Physical Gesture (the verbal accenting of key words by the teacher and/or pointing to the task objects)
Step Four - Task Request (the direction given by the teacher)
This is the minimum prompt required to initiate successful task performance.
Task requests can be further subdivided into two levels:
A) Teacher provides verbal directions for every step in the task sequence.
B) Teacher provides only initiating verbal directions for the task. Eg. "Match this".

The activity content of this instructional section consists of the curriculum behavioral objectives themselves.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for A 2.0 Labelling Foods

1. Food Lotto Game

   Materials Needed: Commercial Food Lotto game, if available, or teacher made gameboards consisting of a variety of food pictures, match up cards. (Dairy Council food models, two sets, can be used or 2 sets of Doorway to Nutrition Worksheets)

   Procedure:
   1) Distribute gameboards, one per student.
   2) Choose one student to be the dealer (or teacher assumes this role).
   3) Food match up cards are selected and shown to the class. Students label each and look for the identical picture on their gameboards.
   4) First studentto completely fill up his/her gameboard wins the game. The game can continue until all gameboards have been filled.

2. Make bulletin boards, scrapbooks, collages and mobiles of food pictures. These pictures may be cut from magazines. Food illustrations may also be colored and used for this purpose. Students identify foods used.

3. Fish Pond Game

   Materials Needed: Food pictures (eg. Dairy Council models) or illustrations, Paper clips, string, dowel stick "fishing rod", magnet, blue paper (pond)

   Procedure:
   1) Attach paper clips to the backs of food pictures.
   2) Hang magnet from the end of the dowel stick with string.
   3) Place pictures face down in the simulated pond.
   4) Students take turns "Fishing" for cards using the magnetic fishing rod. Student must label the card in order to keep it. If student is unable to identify the food card it must be thrown back into the pond.
   5) Game ends when the pond is empty. Students count their cards to determine the winner.

4. "Junkfood Junkie" Card Game (format based on "old maid")

   Materials Needed: Food pictures or illustrations of foods from the four basic food groups (two of each food and one picture of a junk food). All pictures should be mounted individually on equal sized playing cards.

   Procedure:
   1) Shuffle card deck and deal to players. Players arrange "hands", discarding any food pairs in front of them. Keep remainder of hand from view of other players.

2) Players take turns selecting a card from the hand of the player seated on their left. If the card selected matches one in the players hand it is discarded.
3) Game continues until all food cards have been matched and discarded, and only the "Junk Food Junkie" is left.

5. "My Favorite Foods" book

Materials Needed: Colored construction paper, glue, scissors, magazines, newspapers, stapler.

Procedure:

1) Teacher leads a class discussion on student food preferences. Include concept that everyone is an individual and that we all differ from each other in many ways (eg. height, weight, hair color, etc.). Progress to the notion that we all have favorite foods and this may differ from person to person.
2) Find out each student"s favorite foods and direct students to look in magazines and newspapers for pictures of them.
3) Students cut out, trim, and paste on colored paper. Staple pages together to make a booklet. If appropriate students can be helped to write label next to each picture.

6. Food Memory Game

Materials Needed: An assortment of foods and/or food pictures.

Procedure:

1) Teacher selects several foods or food pictures and presents to students. Students label each.
2) Students are given ten seconds (time can be adjusted) to study the food array.
3) Teacher covers the array from view and removes one item. Students are asked "Can you tell me what is missing?"

7. Food Riddles

Materials Needed: None. Food pictures can be used if needed.

Procedure:

Eg. "I am round and red on the outside.
I taste sweet.
I am crunchy and juicy.
I am a fruit
What am I?"

8. Intergrate food labelling with phonics (initial sounds)

Materials Needed: Food pictures if needed, colored paper, glue.

Procedure:

Here are just a few examples of ways that food labels can be reinforced through phonics.

A. 1) Teacher asks "How many foods start with the sound of _____?"
   2) Make a scrapbook of foods for each letter. Pictures can be obtained from magazines and newspapers.

B. 1) Teacher shows food pictures to the class.
   2) Students label each and give the initial sound of each food.

C. Make a class food alphabet bulletin board.
   Eg.: A - Apple
   B - Banana
   C - Corn

9. Food Pattern Game (sequencing)

Materials Needed: Assorted food pictures

Procedure:

1) Teacher arranges a sequence of several foods. The number of food pictures used depends on the abilities of the students.
2) Students label each picture in the sequence.
3) Students are given 10 seconds (time may vary according to need) to memorize the sequence. They then re-create the sequence from memory.

10. Food Jigsaw Puzzle

Materials Needed: Food pictures, oak tag, glue, scissors

Procedure:

1) Teacher pastes food picture on oak tag, and cuts picture into several pieces.
2) Student assembles and labels food.

Note: Food jigsaw puzzles can also be made by the students themselves.

11. Exploration and Discovery of Foods

Materials Needed: An assortment of foods to be learned

Procedure:

The best way to learn about and remember foods is to actually experience them.

1) Teacher presents foods to the class. Students are encouraged to touch, taste, smell, look at and listen to (when eaten) the foods.
2) During the food exploration activity, teacher stimulates thought and discussion by asking leading questions.
   Eg. "what is this? What color is this on the outside?

Inside? What shape is it? How does it feel? It is rough, smooth, furry, slippery? Is it heavy or light? Big or small?
Cut the food open. Does it have seeds inside? If so, can you count them? What color, shape, etc. are the seeds.
How does it taste? Is it sweet, sour, bitter, salty?
Do you like the taste? Can you smell this food?
How does it smell?

12. Exploration and Comparison of foods having similar appearances

Materials Needed: Foods to be compared

Procedure:

Some foods look similar in real life and in pictures

1) Bring examples of these to class to examine.
   Eg. apple and tomato, grapefruit and orange, sugar, salt, flour, cabbage and lettuce, peach and nectarine, cherries and cherry tomato.
2) Teacher stimulates student recognition of similarities and differences through a series of leading questions.

13. Food Prints

Materials Needed: Any or all of the following: sliced apple, orange, grapefruit, carrots, potatoes, white or colored paper, tempera paints.

Procedure:

Use sliced fruit and vegetables to print a variety of shapes and designs. Encourage student to label each fruit and vegetable when used.
Note - Emphasize that food used in art projects shouldn't be eaten.

14. Papier - Mache' Foods

Materials Needed: Newspapers, wallpaper paste, brushes or dishes

Procedure:

Teacher mixes paste by mixing wallpaper paste powder and water. Try to get rid of lumps. (liquid starch, a thin flour paste, or a solution of clear glue and water may also be used)
Children rip newspapers into strips and pieces of various sizes.
Use additional newspaper or other materials to form shapes resembling foods.
Take pieces of newspaper, dip into paste and apply to food shape. Cover object with 3 or 4 layers. Let dry. (will take a week)
Students may then paint and decorate their pieces.

15. Use the school lunch time as an opportunity to label foods served in the cafeteria

16. Play a brainstorming game. Set a timer and try to name as many fruits (or other foods) as you can in 30 seconds.

17. Using an array of 3 foods, two the same and one different, students choose the one that is different.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for A 3.0 Recognition That Foods Come in Various Forms

1. Storytelling

Materials Needed: Stone Soup by Marcia Brown, Charles Scribner & Sons, New York 1947

Procedure:

Read story, ask appropriate questions to reinforce labels for vegetables included.
Discuss how raw vegetables change in color and texture when cooked.

2. Preparing Vegetable Soup

Materials Needed: Vegetables such as carrotts, celery, onions, potatoes, peas, corn, tomatoes.

Procedure:

1) Each student washes own hands.
2) Students peel and cube or slice vegetables into bite size pieces.
3) Label and take note of smell, shape, texture, etc. of each vegetable as it is prepared.
4) Save a sample of each raw vegetable used.
5) Heat 2 quarts of water in a large pot.
6) Dissolve 6 cubes of vegetable, beef or chicken bouillon and add vegetables.
7) Cook vegetables until tender
8) When soup is ready, serve and discuss the cooked appearance (color, texture, flavor, smell, etc.)
9) Using samples of raw vegetables, compare raw vegetables to those cooked in soup.

3. Appetizing Apples

Materials Needed: one apple for each child, one for display

Procedures:

1) Students wash hands, then wash apples.
2) Students are seated at a table with teacher in clear view.
3) Teacher displays apple and asks questions to elicit responses regarding color, shape, size, smell, feel of apple
4) Distribute one apple to each student directing them to notice the properties of the apple, especially smell, texture, shape.
5) Question students regarding labels for peel, stem. Is the inside of the apple the same color? Take a bite. Note color. What does it taste like? Do we eat the whole thing? Core?
6) Cut display apple and draw student's attention to change or color when inside of apple is exposed to air.
7) Students finish eating apples, discussing properties mentioned, dispose of cores, wash hands.

This activity can be used for any fruit, vegetable desired.

4. Making Applesauce

Materials Needed:	Raw Applesauce	Cooked Applesauce
	Paring knife	Paring knife
	Bowl	Bowl
	Pitcher	Pitcher
	Cutting board	Cutting board
	Blender or food grinder	Sieve, strainer or food mill
	3 apples	3 apples
	Water	2 tablespoons brown sugar or honey
	Cups and spoons	Saucepan
	2 tablespoons brown sugar or honey	Wooden spoon
		Cups and spoons

Procedure:

1. Raw Applesauce
   Wash 3 apples well.
   Pare if desired.
   Cut into medium-size pieces.
   Grind in food grinder or put a small amount of water in a blender and grind.
   Turn on blender and add a few pieces at a time.
   Taste applesauce.
   Add about 2 tablespoons honey or brown sugar, if desired.
   What changes occurred?
   Consistency: solid whole apples to a soft, thick liquid.
   Color: white to light brown
   Taste: bland, mild, sweet or sour
   Smell: sweet or spicy
   What does the grinding do to the apples? It breaks down the cell walls (cellulose).

2. Cooked Applesauce:
   Wash 3 apples well
   Cut them into quarters
   Place in a saucepan.
   Add just a little water.
   Cook slowly until tender.
   Strain or force through sieve or food mill.
   Add about 2 tablespoons of honey or brown sugar, if desired.
   What changes occurred? See suggestion under raw applesauce.
   What does heat do to the apples? Heat softens the fiber or cellulose. The cell walls collapse. The apple becomes soft and mushy.

3. If both methods are used for preparing applesauce, compare the color, consistency, texture and taste.

4. Try a little spice on applesauce like cinnamon, ginger, cloves, nutmeg, allspice. Does the spice change the flavor of the applesauce? Discuss.

Taken from: Creative Food Experiences for Children by Mary T. Goodwin and Gerri Pollen

5. * Quick Applesauce Crisp

Materials Needed:

1 1-pound can (2 cups) applesauce
1/2 cup brown sugar
1/4 cup raisins
1/2 teaspoon ground cinnamon
1 cup packaged biscuit mix
1/2 cup granulated sugar
1/4 cup butter or margarine
1/4 cup chopped California walnuts

Procedure:

Combine first 4 ingredients; pour into a 8 1/4 x 1 3/4-inch round baking dish. Combine biscuit mix and granulated sugar; cut in butter till crumbly. Add walnuts; sprinkle over applesauce mixture. Bake in moderate oven (375°) 30 to 35 minutes. Serve warm. Serves 6.

6. * Rhubarb Crunch

Procedure:

Combine 4 cups rhubarb cut in 1-inch pieces, 1/2 cup granulated sugar, 1 tablespoon flour, and 1 teaspoon shredded orange peel; turn into 8 1/4 x 1 3/4-inch round baking dish.
For topping, combine 3/4 cup all-purpose flour, 3/4 cup brown sugar, and dash salt. Cut in 1/4 cup butter or margarine till crumbly. Sprinkle over rhubarb. Bake at 350° for 40 to 45 minutes. Serve warm. Combine 1/2 cup dairy sour cream, 2 tablespoon confectioners' sugar, and 1/2 teaspoon vanilla; spoon atop each serving. Makes 6 servings.

7. * Fig-Nut Squares

Materials Needed:

1/2 cup butter or margarine
1 3/4 cups brown sugar
4 well beaten eggs
1 teaspoon grated lemon peel
1 teaspoon grated orange peel
2 cups snipped dried figs or dates
1 cup shopped California walnuts
1 1/2 cups sifted all-purpose flour
1 teaspoon baking powder
1/2 teaspoon salt
Creamy Hard Sauce

Procedure:

Melt butter; stir in brown sugar. Add eggs; mix well. Stir in lemon and orange peel, half the figs, and half the nuts. Sift together dry ingredients. Blend into batter. Pour into greased 13 x 9 x 2-inch baking pan. Sprinkle with remaining figs and nuts. Bake in slow oven (325°) for 50 to 55 minutes.
Serve warm with softened ice cream or with Creamy Hard Sauce: Thoroughly cream together 1/4 cup butter or margarine and 2 cups sifted confectioners' sugar. Add 3 tablespoons mild and 1 teaspoon vanilla; mix well. Whip 1/2 cup whipping cream; fold into creamed mixture. Pass with fig squares. Serves 12.

* The above recipes 5 through 7 were taken from: Better Homes and Gardens - So Good with Fruit

The following recipes, activities 8 through 11, were taken from The Natural Cook's First Book by Carole Getzoff

8. Apple Fritters

You can try this recipe with blueberries, strawberries, or peaches instead of apples.
These fritters will take longer to cook than pancakes that have baking soda in them. Have patience. They're worth waiting for.
You may substitute unbleached white flour for either the whole wheat pastry flour or the brown rice flour.
Count on 30 minutes from start to finish

Materials Needed:

1 cup whole wheat pastry flour
1/2 cup brown rice flour
1/2 teaspoon salt
1/2 teaspoon cinnamon
1 large apple
1 1/2 cups water
2 teaspoons oil
1 bowl (medium)
1 set measuring spoons
1 measuring cup
1 knife
1 wooden cooking spoon
1 peeler
1 corer
1 skillet (10 inches)
1 spatula

Procedure:

1) Mix flours and salt together.
2) Peel and core apple. Slice into small cubes.
3) Slowly mix the water into the flour.
4) Add apple pieces and cinnamon.
5) Pour in enough oil to cover bottom of skillet or griddle. Heat for about 3 minutes. The pan is hot enough when you sprinkle a drop of water on it and it sizzles.
6) Dip the cooking spoon into the pancake batter. Drop the batter into the pan. Cook pancakes on a medium flame. They will need to cook for about 5 minutes on each side because they have no baking soda in them. Turn over when golden brown on the bottom.
7) Serve with honey or pure maple syrup or plain. This makes enough for 4.

9. Apple Brown Betty Delight

This recipe may look hard to make but it's really easy. I think you'll like the taste.

Materials Needed:

5 cooking apples
1 wedge lemon (medium)
2 cups whole wheat bread crumbs
3 tablespoons sunflower seeds or nuts
3 tablespoons raisins
1/2 cup unsweetened apple juice
1/4 cup honey
1 teaspoon cinnamon

9. Apple Brown Betty Delight (con't)

1 teaspoon corn oil
1 corer
1 Pyrex ovenware dish or casserole dish (about 2 quarts)
1 pastry brush or paper towel
1 cutting board
1 bowl (medium)
1 knife

Procedure:

1) Preheat oven to 350° F.
2) Wash the apples. Peel them if you wish, but it's not necessary. Core and slice them into bite-size wedges about 1/2 inch wide.
3) Oil the baking dish.
4) This dessert is made in layers. The first layer is made up of apples. Put about half the apple pieces in the bottom of the baking dish.
5) Cut the soft part of the lemon (the part that squirts when you squeeze it) away from the rind (the hard part). Cut the rind into tiny pieces (about as large as the nail on your pinky). Put half the cut slices in between the apple slices.
6) Take 3 slices of whole wheat bread and crumble them into small pieces (about as large as your thumbnail). Use as many slices as you need to make 2 cups of bread crumbs. Take 1 cup of those crumbs and sprinkle them over the apples. Then sprinkle 1 1/2 tablespoons of the raisins and 1 1/2 tablespoons of the seeds or nuts over the bread crumbs.
7) Make the same layers listed in direction 4, 5, 6, again- apple slices, lemon rind, bread crumbs, raisins, and seeds or nuts and place them on top of the first layer.
8) In a separate small bowl, mix the honey, apple juice, and cinnamon together. Pour this over the layers in the baking dish.
9) Bake in a 350° F. oven for an hour.
10) When you take the dessert out of the oven, let it cool for about 10 minutes. Then mix the layers together with a spoon before serving it. You will have enough for 4 large portions with enough left over for seconds.

10. Baked Apples

Count on 50 minutes from start to finish

Materials Needed:

4 cooking apples
4 tablespoons raisins or currants
4 tablespoons honey
1 teaspoon cinnamon
1 baking dish or baking tray (medium)
1 apple corer
1 set measuring spoons

Procedure:

1) Preheat oven to 375° F
2) Wash and core the apples. Be careful not to scoop out the bottoms of the apples.
3) Fill the centers of the apples with currants or raisins.
4) Put the apples in the baking tray or dish.
5) Mix the cinnamon into the honey. Pour honey over each apple.
6) Bake apples for 40 minutes. Serves 4. Great winter dessert.

11. Orange Delicious

Count on 20 minutes from start to finish

Materials Needed:
- 4 oranges
- 1/4 cup honey
- 1/3 cup water
- 1 teaspoon cinnamon
- 4 tablespoons unsweetened shredded coconut
- 4 tablespoons raisins
- pinch of fresh or dried mint (optional)
- 1 set measuring spoons
- 1 measuring cup
- 1 knife
- 1 pot (medium) with cover

Procedure:

1) Peel oranges. Separate the sections. Cut each section into small pieces.
2) Mix the honey and water together in the pot. Place pot over medium heat for 3 minutes.
3) Add orange slices,coconut, and raisins to the pot.
4) Cover pot and cook for 10 minutes over medium heat.
5) Top each serving with a pinch of mint. This is a quick dessert. Enough for 4.

The following recipes, activities 12 and 13, were taken from Better Homes and Gardens So Good with Fruit.

12. Apple Butter

Materials Needed:
- 6 pounds tart apples
- 6 cups cider or apple juice
- 3 cups sugar
- 2 teaspoons ground cinnamon
- 1/2 teaspoon ground cloves

Procedure:

Core and quarter apples (do not pare); cook in cider in a large, heavy saucepan till soft, about 30 minutes. Press through food mill. Boil gently about 30 minutes; stir occasionally. Stir in sugar and spices. Cook and stir over low heat till sugar dissolves. Boil gently till mixture is desired thickness, about 1 hour. Stir frequently to avoid scorching. Pour into hot clean jars; adjust lids. Process jars 10 minutes (after water boils) in boiling water bath. Makes about eight 1/2 pints.

13. Peach Conserve

Materials Needed:

2 pounds fully ripe peaches, scalded, peeled, and mashed (3cups mashed)
1 6-ounce can frozen orange juice concentrate, thawed
5 cups sugar
1 6-ounce bottle liquid fruit pectin
1 3 1/2-ounce can flaked coconut

Procedure:

Combine peaches and orange juice concentrate in a very large saucepan; stir in sugar. Bring mixture to a full rolling boil; boil hard 1 minute, stirring constantly. Remove from heat; immediately stir in liquid fruit pectin and coconut. Skim off foam with metal spoon. Stir and skim for 7 minutes. Ladle into hot scalded jars of glasses; seal at once. Makes seven 1/2-pint jars.

The following recipe, activity 14, was taken from Kids Cooking Without A Stove by Aileen Paul.

14. Banana Shake

Materials Needed:

1 small ripe banana
2/3 cup half-and-half cream or milk
1 teaspoon almond flavoring
fork
medium-size bowl
1-cup measuring cup
measuring spoons
regular cup
egg beater
1 tall glass for serving

Procedure:

1) Peel banana. Mash with fork in bowl
2) Pour cream or milk into 1-cup measuring cup up to 2/3 line. Add to banana.
3) Pour almond flavoring into 1-teaspoon measuring spoon held over cup. (if you spill, the cup catches the overflow.) Add measured almond flavoring
4) Beat with egg beater until thoroughly mixed and frothy.
5) Pour into tall glass.
Makes 1 serving.

The following recipes, activities 15 through 17 were taken from The Down To Earth Cookbook by Anita Borghese.

15. Strawberry Soup

Materials Needed:

1 pint strawberries
1 cup heavy cream
1/2 teaspoon vanilla extract

15. Strawberry Soup (con't)

turbinado sugar or brown sugar
colander
paring knife or little spoon
bowl
egg beater
measuring cup
measuring spoons
cooking spoon

Procedure:

1) Wash strawberries quickly in cold water and drain them in a colander. Remove the hulls (green stem ends) with a paring knife, or scoop them out with a little spoon. Cut the strawberries in half, or in quarters if they're very large.
2) Whip cream in a bowl with egg beater until it just begins to hold its shape, but do not let it get stiff. Stir in vanilla extract. Stir in strawberries.
3) Spoon out into 4 soup plates. Sprinkle sugar over each serving. Serve with dessert spoons.
Makes 4 servings
You can make this recipe with blueberries instead of strawberries if you want to. Just wash the blueberries and leave them whole.

16. Orange Treat for One

Materials Needed:

1 orange, peeled, seeded, and cut in slices
1/3 cup seedless grapes
1 tablespoon honey
1 tablespoon chopped walnuts
paring knife
dessert dish
measuring cup
measuring spoons

Procedure:

Cut orange slices in quarters and grapes in half and place in dessert dish. Stir in honey and walnuts.
Makes 1 serving.

17. Carrot Cake

Materials Needed:

1/2 cup (1 stick) corn-oil margarine or butter
1/2 cup honey
1/2 teaspoon cinnamon
1/4 teaspoon mace
1/4 teaspoon sea salt
2 eggs
1 cup coarsely grated carrots
1/2 cup chopped nuts
1 1/4 cups whole wheat flour
1 1/2 teaspoons baking powder

17. Carrot Cake (con't)

bowl
measuring cup
measuring spoons
cooking spoon
vegetable peeler
grater
chef's knife
flour sifter
baking pan, 8 inches square
cake tester
wire rack

Procedure:

1) Turn on oven to heat at 350° . Butter baking pan. Sprinkle with a tablespoon of flour and shake the pan to coat it evenly with flour. Turn the pan over and knock out excess flour. Grate the carrots and chop the nuts.
2) Cream margarine or butter in a bowl until soft. Add honey and mix well. Stir in cinnamon, mace and salt. Add eggs and mix well. Add carrots and nuts and mix again.
3) Sift together flour and baking powder. Add to batter gradually, mixing well each time.
4) Pour batter into baking pan and bake 30 minutes until a cake tester inserted in center comes out clean. Remove from oven.
5) If you wish to frost the cake, do not remove it from the baking pan.
6) If you do not wish to frost the cake, turn it out of the baking pan onto wire rack to cool. When cool cut into squares and serve plain.

Activity 18 was taken from Creative Food Experience for Children by Mary T. Goodwin and Gerry Pollen.

18. Making Raisins

This activity requires low humidity and fair weather.

Materials Needed:

Fresh, ripe, firm seedless Thompson grapes (enough for each child to have a few)
Scales
Large pan or bowl of water
Plastic-coated trays or paper plates
Pieces of clean cheesecloth, mosquito netting, or wire screen, large enough to cover the trays.
Glass container with tight-fitting lid

Procedure:

1) Weigh the grapes and record the weight. Handle the grapes carefully as they bruise easily. Save a few for comparison later.

18. Making Raisins (con't)

Place the grapes in the container of water and wash them throughly.
Lift the grapes from the water and blot them with a towel.
Remove the grapes from the stem and spread one layer of grapes evenly on the tray.
Cover the tray with the cloth or screen to keep insects and dust from getting on the grapes.
Fasten the cloth so it will not blow off.
Place the tray of grapes in direct sunlight to dry, away from dirt and dust and where air can circulate freely over and under the tray. You may need to put the tray on blocks.
After 4 days, test the grapes for dryness by squeezing them in your hand. If there is no moisture left on your hand and the grapes spring apart when the hand is opened, the grapes are dry enough. They should then be pliable and leathery.
If the grapes are not dry, test them again the next day. When the grapes are dry remove them from the tray and weigh them. Record the weight. Compare the weight of the grapes before and after drying.
How much water was lost in the drying process.
Use reserved grapes for comparisons:

changes in color	green to brown
changes in form	sphere to flat
changes in texture	smooth to wrinkled
change in taste	sweet and mild to sweeter and rich

Eat raisins for a snack. Brush teeth afterward because raisins stick to the teeth.
Why are raisins good to eat? They are a good source of iron for healthy blood and provide fiber to prevent constipation.
2) Why do we preserve food?
to have seasonal foods all year
to store surplus food for use in times of scarcity
to be able to transport food long distances
3) How long will the raisins keep without spoiling?
How long will the grapes keep without spoiling?
Try an experiment to find out.
Raisins in an air tight container, stored in a cool, dry place will keep in prime condition for more than six months. Grapes will remain fresh in a refrigerator for three to five days.

19. Basic Waldorf Salad

Materials Needed:
2 cups diced tart apples
1 tablespoons sugar
1/2 teaspoon lemon juice
Dash salt
1 cup 1-inch julienne celery
1/2 cup broken Califronia walnuts
1/4 cup mayonnaise
1/2 cup whipping cream, whipped

19. Basic Waldorf Salad (con't)

Procedure:

Sprinkle apple cubes with sugar, lemon juice, and salt. Add celery and nuts.
Fold mayonnaise into whipped cream. Gently fold into apple mixture. Chill. Serve in lettuce-lined bowl. Makes 6 servings.

20. Deviled Eggs

Materials Needed:

6 hard-cooked eggs, halved lengthwise
1/4 cup mayonnaise
1/4 teaspoon salt
Dash pepper
2 teaspoons prepared mustard
1 tablespoon minced onion
1 tablespoon finely chopped celery (optional)
1 tablespoon finely chopped stuffed green olives (option

Procedure:

Remove egg yolks. Mash, and combine with remaining ingredients. Refill egg whites, using pastry tube if desired. Chill. Trim tops with pimiento diamonds or paprika.
(for plump Deviled Eggs, refill only 8 halves; chop extras and use fro tomato-salad trim next day.)
Or substitute crumbled bacon, chopped pimiento, chives, sweet pickle, or parsley.

21. Old-fashioned Egg Salad

Materials Needed:

1 head lettuce
6 hard-cooked eggs, sliced
1 large onion, thinly sliced
1/4 cup salad oil
2 tablespoons vinegar
1 teaspoon Worcestershire sauce
1/4 cup shredded sharp American cheese
1 tablespoon minced parsley
1 1/2 teaspoon salt
1/4 teaspoon pepper
Dash paprika

Procedure:

Break lettuce into salad bowl in bite-size pieces. Alternate layers of egg and onion.
Make dressing of salad oil, vinegar, Worcestershire sauce, cheese, parsley, and seasonings. Pour over salad in bowl. Toss lightly; serve. Makes 6 servings.

The above recipes activities 19 through 21 were taken from Better Homes and Gardens Salad Book

The following recipes, activities 22 through 24 were taken from Creative Food Experiences for Children, by Mary T. Goodwin and Gerry Pollen.

22. Peanuts

Materials Needed: Peanuts (Spanish peanuts: raw, roasted in shell)
Globe or map

Procedure:

1) Do you know where peanuts grow? Look at the globe. They grow in America, China and Africa. In Africa they are called groundnuts. The peanut first grew in South America and was carried by man to the other continents.
2) Do you know where peanuts grow in the United States? Georgia, Florida, Alabama Area, Texas, Oklahoma Area, Virginia, Carolina Area
3) How do peanuts grow? Plant some and see. The peanut plant produces a flower on its stem above the ground like most other plants. However, it is very unusual. The undeveloped seed travels down through the stem and the pods and seeds develop underground.
4) What can you do with peanuts?
Over half the peanuts in the United States are used for peanut butter.
Salted peanuts
Peanut oil - used in frying food
Peanut meal - by-product from the oil used for feeding live-stock
Peanut hulls - shells are used mainly for fuel (peanut shell logs), fertilizer conditioner, poultry litter and livestock feed.
Using all parts of the peanut is good ecology.
5) What do peanuts do for you?
Peanuts are high in protein for growth and repair of your body.
Peanut skins are a good source of thiamin to promote a healthy nervous system and for a good appetite.
Peanuts are high in niacin which promotes a healthy appetite and healthy skin.
Both B vitamins, thiamin and niacin, are involved in the release of energy from your food.

23. Peanut Butter

Materials Needed: Peanuts (roasted in shells)
Corn oil
Salt
Bread or Celery
Blender
Bowl
Spoon
Spreader
Small plate

23. Peanut Butter (con't)

Procedure:

1) Discuss favorite ways of eating peanut butter.
2) Have the children remove the peanuts from the shells; remove the brown skins. Observe shell size, shape and texture. Compare the shell with the peanut. What part of the plant is the peanut?
3) Put about 1-1/2 tablespoons of oil in the blender. Gradually add about one cup of peanuts and sprinkle lightly with salt. Observe changes as the peanuts are crushed and blended into a smooth texture.
4) Serve on bread or stuff the peanut butter into celery ribs.
5) If a blender is not available, you may use a food grinder. The texture of the peanut butter will be coarse and crunchy.

24. What is Milk All About?

Materials Needed:

Whole milk - homogenized
Skim milk
Buttermilk
Evaporated milk
Dry skim milk
Small cups
Glass pitchers
Glass bottles

Procedure:

1) Display the different kinds of milk in the containers in which they are purchased.
2) Ask these questions:
"Are all these forms of milk the same?"
"Do they look alike?"

Color: white, bluish or brownish cast, cream color
Form: liquid, powder
Consistency: thin, thick, (pour to demonstrate)
lumpy (buttermilk)

3) Suggest to the children that they smell and taste the various forms of milk.
Pour about a tablespoon of milk into a cup for each child, using one form of milk at time.
4) Ask the children to describe aroma, color, taste and consistency of the various forms of milk:
Smell: Strong, mild
Taste: Sweet, sour, rich, watery
Ask: "Which do you like best? Why?"
5) Discuss how the different forms of milk are sold.
half pint
pint
quart
half gallon
gallon

The following recipe, activity 25, was taken from Kids Cooking Without A Stove, by Aileen Paul.

25. Chicken Salad

Materials Needed:

1 small can (5 ounces) canned chicken, or 1/2 cup leftover cooked chicken
4 or 5 inner stalks celery
small amount of mayonnaise
salt and pepper to taste
lettuce leaves
can opener
table knife
wooden cutting board
mixing bowl
1-cup measuring cup
regular tablespoon
mixing spoon
platter or large plate for serving

Procedure:

1) Cut chicken on wooden board in small pieces with table knife. Put in mixing bowl
2) Wash and dry celery. Cut into small pieces. Add to chicken.
3) Add a small amount of mayonnaise, about 2 regular tablespoons, depending upon how moist the chicken is.
4) Add salt and pepper. Mix thoroughly.

The following recipes, activities 26 and 27, were taken from Better Homes and Gardens New Cookbook.

26. Cucumber-Cheese Ring

Materials Needed:

1 3-ounce package lime-flavored gelatin
1 cup boiling water
1 3-ounce package cream cheese, softened
1 cup mayonnaise or salad dressing
1 teaspoon prepared horseradish
1/4 teaspoon salt
2 tablespoons lemon juice
3/4 cup drained shredded or ground unpared cucumber
1/4 cup finely sliced green onion

Procedure:

Dissolve gelatin in boiling water. Add cream cheese, mayonnaise or salad dressing, horseradish, salt, and lemon juice. Beat smooth with electric or rotary beater. Chill till partially set. Stir in cucumber and sliced green onion. Chill in 3 1/2-cup mold till firm. Makes 5 or 6 servings.

27. Tomato Aspic

Combine 2 cups tomato juice with 1/3 cup chopped onion, 1/4 cup chopped celery, 2 tablespoons brown sugar, 1 teaspoon salt, 2 bay leaves, and 4 cloves; simmer uncovered 5 minutes. Strain.

27. Tomato Aspic (con't)

Meanwhile, soften 2 envelopes (2 tablespoons) unflavored gelatin in 1 cup cold tomato juice; dissolve in hot juice mixture. Add 1 cup tomato juice and 3 tablespoons lemon juice. Chill till partially set.
Add 1 cup finely chopped celery. Pour into 5-cup ring mold. Chill till firm. Unmold on lettuce leaves. Serves 8 to 10.

The following recipe, activity 28, was taken from The Fondue and Buffet Cookbook.

28. Pat's Fondue Savant

Materials Needed:

1/2 stick butter
3 tbsp. flour
1 1/2 c. milk
1 can Cheddar cheese soup
8 slices American cheese, cubed
Minced garlic to taste
Minced onion to taste
Seasoned salt to taste

Procedure:

Melt the butter in a fondue pot and stir in the flour. Add the milk slowly and cook, stirring, until thickened. Add soup, cheese garlic, onion and salt and cook over low heat, stirring frequently, until cheese is melted. Place pot on stand over low flame. Place cauliflowerets, rolled pepperoni slices and mushroom buttons on fondue forks and dip into fondue.

The following recipe, activity 29, was taken from The Down to Earth Cookbook by Anita Borghese.

29. Nutty Date-Banana Bread

Materials Needed:

1/3 cup butter or corn-oil margarine
1 cup firmly packed brown sugar
2 eggs
2 bananas
1 3/4 cups whole wheat flour
2 teaspoons baking powder
1/4 teaspoon baking soda
1/2 teaspoon sea salt or regular salt
1/2 cup chopped nuts
1/2 cup chopped and pitted dates
bowl
measuring cup
measuring spoons
cooking spoon
fork
flour sifter
chef's knife
loaf pan, about 5 x 9 inches
cake tester
wire rack

29. Nutty Date-Banana Bread (con't)

Procedure:

Turn on oven to heat at 350°. Grease loaf pan. Chop nuts and dates.
Cream butter or margarine in a bowl until soft. Add sugar a little at a time, stirring well each time. Add eggs and mix well. Mash enough bananas with a fork to make 1 cup and mix into the egg mixture.
Sift together the flour, baking powder, baking soda, and salt. Add to the banana batter and stir well. Add nuts and dates and stir into the batter. Pour batter into loaf pan. Bake in oven for 1 hour or until a cake tester inserted in center of bread comes out clean. Remove from oven. Turn out on wire rack and allow to cool before slicing.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for A 4.0 Foods Packaged in Various Ways

Capability and independence, to the degree it can be attained, cause feelings of accomplishment and pride. These feeling develop and enhance self-esteem. The ability to care for one's own needs enables a person to recognize his place in the adult world.

It is our purpose, in this unit, to develop the skills necessary to select foods, regardless of packaging, from kitchen cabinets, pantries and supermarket shelves. It is recognized that all students will not reach this level of functioning. For those who can, it is offered to provide them with pre-requisite skills for community living.

In order to develop a meaningful sight word vocabulary, students must follow these learning stages.

1. The word presented must be in the student's receptive vocabulary. When he/she hears it, he/she must know to what it refers.
2. Initially, the word should be presented on a flash card and associated with the object or a picture or illustration of the object.
3. One word should be presented at a time. New words should be added individually when the student has demonstrated that he/she knows the word.
4. While each new word is being presented, words already learned must be reinforced to retain their meanings. Games can be played involving pictures and flash cards to assign the appropriate sight word label to each picture. The teacher could distribute pictures of acquired words to students and have them stand or hold up picture when he/she flashes their word. A game like "fish pond" could be used to reinforce sight words. Students could fish for sight words and required to name, sign or choose the picture of the word they caught. Students can be asked to respond with the correct label or sign when the teacher flashes the word cards.
5. Sight words should also be reinforced through writing. First, the student should trace the word, then follow dots to make the word and finally write the word independently. Tactile words can be made of rice, felt, sandpaper, or clay to reinforce the word. More capable students might be able to play a game to decipher the "magic" word while blindfolded.
6. As a further reinforcement, worksheets could be prepared with a few words written on a page several times each. The teacher could ask the students to circle all of one word or trace all of one word. To develop auditory memory, direction following as well as sight word recognition, the teacher might say, "Circle each apple with red, circle each banana with yellow, etc." Remember: Each sight word must be reinforced continually so that it does not fade out and become extinguished.

7. Finally, sight words must be recognized in various sizes and prints. When presented with 2 or 3 sight words printed in various sizes and styles, student is asked to choose the ones that are the same. This can be done using flash cards on bulletin board or flannel board or words on chalkboard or worksheets. Again, reinforcement is imperative.

8. Simulated Supermarket
*Teacher might wish to simulate one supermarket department at a time depending on abilities of students.

Materials Needed: Boxes, bags, bottles, jars, cans of foods found in supermarket.

Procedure:

1) Have students bring supermarket packages from home.
2) Arrange items on shelves or bookcases in classroom as found in supermarket departments.
3) Label areas of shelves by departments.
4) Teacher directs students verbally or using sight word lists to shop for various items.
5) Discuss items and how they're packaged.
6) Return items to appropriate places in supermarket.

The following sight vocabulary activities were taken from: Strategies For Teaching the Mentally Retarded, Payne Polloway, Smith, Payne, pp. 191 and 192

1. Words are listed on the blackboard. Two children stand with backs to the lists. As the teacher calls out a word, the children turn, the first child to find the word receives a point.
2. A game board is made on oaktag with a path of squares. Start and finish squares are marked and various outer squares are marked with directions like"move ahead three squares," "move back three squares," or "short cut" with a path to another square. The board is laminated or covered with clear contact paper. Words that are to become sight vocabulary words are written in the open squares with a grease pencil. Dice are thrown by the children to determine how far they are to move. They are to pronounce the word on the square they land on in order to be able to remain. The game can be varied by changing the words and several boards can be made to fit the season of the year, as an Easter Bunny picking up eggs. Santa's toy list with each section a different toy, or a race track with small metal cars as markers,etc.
3. Make a ladder or rocket ship blast-off pad and place a sight word on each level. The child pronounces words to see how far up he can get.
4. Put sight words on large cards, giving all but one child a card. The children hold up their cards. The teacher calls out a word and if the child without a card finds it, he takes the card. The procedure is repeated.
5. Children are given cards with sight words on them. The teacher calls out the words and each child holds the appropriate card up in front of him.

6. Put pictures of sight words like ball, cake, truck, or car on one side of a card and write the word on the other side. Make a game board similar to a bingo card with each sight word written on it for each child. Cards are placed with the word side up in a pile. Children take turns drawing cards. The child must be able to say the word correctly before placing it on his board. The picture on the back makes the game self correcting. If the child is unable to recognize the word, the card is placed at the bottom of the pile. The first student to get four words in a row in any direction wins the game.
7. Make two sets of cards, one set having pictures of sight words and the other having the words written out. Spread the word card face up on a flat surface. Place the picture cards face up in a pile in the middle. Students look at the first picture card and the first student to point to the word matching the picture card takes the picture card, thus exposing the picture of the next word to be identified. The student with the most picture cards at the end of the game is the winner.
8. Put the sight words on index cards. Put each word on four different cards. Then play a rummy type game of "go fish" calling for various words.
9. A form of concentration can be played by making two sets of identical cards with sight words. Begin with five pairs of cards. Place the cards in two sets face down on a flat surface. The child turns up a card in one set and then tries to find the cards that match in the other set. When a match is made the student pronounces the word and gets to keep the cards.
10. Use a chart-size peg board and attach hooks on which index cards can be hung. Write vocabulary words on index cards, punch a hole on each card, and hang the cards from the hooks on the peg board. Give the child a rubber jar ring to toss at a hook on the board. The card is removed from the hook on which the ring landed. The child pronounces the word and the child with the most points wins. The game can be varied by using bean bags to throw at a card on a board or cards hung from a miniature clothesline with clothes pins.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for B. Categorization of Common Foods

1. Learning About Vegetables

Materials Needed: An assortment of fresh vegetables

Procedure:

1) Bring in a variety of vegetables for the students to examine.
2) As each vegetable is passed around the group, the teacher encourages exploration and discussion by asking leading questions. Eg. What is this? What color is it? How does it feel? Can you smell it? How does it smell? What shape is it? How does it taste?
During this activity the teacher frequently emphasizes to the students that the foods being passed around are all vegetables.

2. Direct students to look in magazines for pictures of vegetables. These can then be cut out and pasted on colored paper to make vegetable scrapbooks or collages.

3. Instruct students to collect vegetable pictures to make a large vegetable garden mural.

4. If possible, plant a small vegetable garden outside.

5. Have a vegetable "Tasting Party" using a variety of fresh and cooked vegetables. Many fresh vegetables are delicious raw. They can be served plain or with a dip.

6. Make a fresh vegetable salad to be served with lunch.

7. Play "What Doesn't Belong". Present an array of four food pictures (three vegetables and one non-vegetable). Ask students to select the food that is not a vegetable.

8. The following recipes, activities 8 through 14, were taken from the Better Homes and Gardens Salad Book.

Confetti Corn Relish

Materials Needed:
1 12-ounce can (1½ cups) whole-kernel corn, drained
¼ cup pickle relish
2 tablespoons chopped green pepper
1 tablespoon minced onion
1 tablespoon chopped pimiento
¼ teaspoon salt
2 tablespoons clear French dressing

Procedure:

Combine all ingredients. Chill. Serve on vegetable relish tray. Makes 1½ cups.

9. Fresh Cucumber Relish

Materials Needed:
- 3 medium cucumbers
- ¼ cup ground onion
- ½ teaspoon pepper
- 1½ teaspoons salt
- ¼ cup cider vinegar
- 1 teaspoon dill seed

Procedure:

Put three medium cucumbers through food chopper (medium - fine blade); drain. Add ground onion, pepper, salt, cider vinegar, and dill seed. Mix well. Chill in refrigerator several days to blend flavors. Makes 2 cups. Serve on salad tray.

10. Peppy Beet Salad

Materials Needed:
- 1 1-pound can (2 cups) sliced or diced beets
- ½ cup vinegar
- ½ teaspoon cloves
- ½ teaspoon allspice
- ½ teaspoon cinnamon
- ¼ cup pickle relish
- 2 tablespoons chopped onion

Procedure:

Drain beets, reserving liquid. Add enough water to the liquid to make one cup; add vinegar and spices; bring to a boil. Add beets; remove from heat. Chill beets in liquid. Drain; add relish and onion; mix well. Top with onion rings. Makes 4 servings.

11. New-cabbage Slaw

Materials Needed:
- 2 cups shredded new cabbage
- ½ cup diced cucumber
- ½ cup diced celery
- ¼ cup chopped green pepper
- 1 teaspoon salt
- ¼ teaspoon paprika

. . . . .

- ½ cup salad dressing
- 2 tablespoons vinegar
- 1 teaspoon prepared mustard

Procedure:

Combine chilled vegetables, salt, and paprika. Combine remaining ingredients; pour over vegetables. Toss lightly.

Makes 6 servings.

12. Parsleyed Potato Salad

Materials Needed:

½ cup minced parsley
¼ cup chopped green pepper
¼ cup minced celery tops
¼ cup chopped green onions
¼ cup chopped dill pickle
8 cups diced cooked potatoes

. . . . .

½ cup sliced celery
1 cup mayonnaise
¼ cup clear French dressing
2 to 2½ teaspoons salt
½ teaspoon pepper
1 teaspoon dry mustard

Procedure:

Mix ¼ cup of the parsley with next four ingredients; take out half of mixture and to it add rest of parsley. Toss remainder of mixture with potatoes and celery. Combine mayonnaise, dressing, seasonings; add to salad. Toss. Pack lightly into 8x8x2-inch pan or shallow 2-quart baking dish. Sprinkle reserved parsley mixture on top. Chill. Lift out servings with pancake turner. Makes 9 to 12 servings.

13. Sunshine Salad

Materials Needed:

1 package lemon-flavored gelatin
1 cup hot water
1 No. 2 can (2½ cups) crushed pineapple
1 tablespoon vinegar
½ teaspoon salt
1 cup grated carrot
1/3 cup chopped pecans

Procedure:

Dissolve gelatin in hot water. Drain pineapple, reserving syrup. Add water to syrup to make 1 cup; add to gelatin, with vinegar and salt. Chill until partially set. Fold carrot, pineapple, and nuts into gelatin. Turn into individual molds or 10x6x1½-inch pan. Chill until firm. Unmold on greens. Makes 6 servings.

14. Summer Garden Molds

Materials Needed:

1 package lemon-flavored gelatin
1½ cups hot water
1 teaspoon salt
3 tablespoons lemon juice
2 tablespoons vinegar
1 cup diced celery
½ cup diced cucumber
¼ cup green-pepper strips

2 tablespoons diced carrot
1 tablespoon chopped green onion

Procedure:

Dissolve gelatin in hot water; add salt, lemon juice, and vinegar. Chill until partially set. Stir in vegetables. Pour into individual molds or 1-quart mold; chill until firm. Unmold on lettuce. Makes 6 to 8 servings.

The following recipe, activity 15, was taken from Casserole Cooking Fun by Barbara Guthrie McDonald.

15. Baked Red Cabbage

Materials Needed:

2 cups canned crushed pineapple
1 large apple
1 medium onion
½ medium red cabbage
½ teaspoon salt
1 tablespoon sugar
¼ cup mild vinegar
1 tablespoon butter

3-quart casserole
can opener
glass
mixing bowl
peeler
kitchen knife
cutting board
measuring spoons
measuring cup
casserole cover

Procedure:

Serves 6. Baking time 40 minutes

Preheat the oven to 375°. Grease the casserole. Open the can of crushed pineapple and pour the juice into a glass, holding back the solid pineapple with a spoon. Put the juice in the refrigerator since it is not needed in this recipe. Pour 2 cups solid pineapple into the mixing bowl.

Peel, slice and dice the apple. Put the apple bits into the mixing bowl. Dice the onion. Add the tiny bits of onion to the pineapple and apple in the mixing bowl. Divide the fruit mixture into two piles in the bowl and put it aside.

Place the cabbage on the cutting board, cut side down. Slice it through from top to bottom at the center. Then cut each half in half, top to bottom. Cut out the solid white center core on the wedge edge. Then cut very thin slices across each section of cabbage. Heap the slices in a pile at the end of the cutting board. There will be about

4 cups of sliced cabbage. Divide it into three piles and spread one pile evenly over the bottom of the casserole. Mix ½ teaspoon salt and 1 tablespoon sugar in a cup. Sprinkle 1 teaspoon of this mixture over the cabbage in the casserole. Spread one pile of the fruit mixture on top. Add another layer of cabbage, more of the salt-sugar mix, then the rest of the fruit mixture and finally a last layer of cabbage. Sprinkle on the remaining salt-sugar mix. Pour ¼ cup mild vinegar over the ingredients. Dot the top with finger-tip-sized bits of butter. Cover the casserole and bake it for 20 minutes. Take it out, stir the ingredients, cover it again and bake it 20 minutes longer.
This red cabbage makes a delicious hot dish or a good cold salad for the summertime. It has refreshing fruit flavor.

16. Learning About Fruits

Materials Needed: An assortment of fresh fruits.

Procedure:

1) Present an array of fruits to the students and encourage them to examine each.
2) Teacher encourages exploration and discussion by asking leading questions. Eg. What is this? What color is it? Do you see this color anywhere in our room? What is on the outside of this fruit? (skin) What shape is this fruit? How does it feel? Can you smell this fruit before it is cut?
3) Teacher cuts the fruit open and continues discussion: What color is this fruit on the inside? Can you smell the fruit now? How does it smell? Does this fruit have seeds? If so, what color and shape are they? Does this fruit have a core? What parts can be eaten? What parts cannot be eaten?

17. Teacher cuts out a large paper basket and places it on the classroom bulletin board. Direct students to look for different fruit pictures to fill the " Fruit Basket ".

18. Direct students to look in magazines or newspapers for pictures of fruits. Label each. These can then be cut out and made into mobiles, scrapbooks, or collages.

19. Make papier maché fruits and arrange in a bowl as a table centerpiece.

20. Make a fresh fruit salad by cutting up a variety of fruits. Try to use as many different kindsas possible. Sprinkle with lemon juice.

21. Make Fruit People Salads to serve with lunch.
Body- fresh or canned pear half (use tapered end for neck)
Head- fresh or canned peach half (small size)
Eyes, nose, shirt buttons- raisins
Mouth- piece of cherry
Hair- long, thin slices of banana
Arms and Legs- thin apple wedges

The following recipes, activities 22 through 25, were taken from the Better Homes and Gardens Salad Book.

22. Banana Cuts

Materials Needed:
- ¼ cup honey
- 1½ teaspoons lemon or lime juice
- 3 all-yellow bananas
- 1 cup shredded coconut, toasted*

Procedure:

Combine honey and lemon juice. Peel bananas, and cut diagonally in thirds. Dip banana in honey mixture; then roll in coconut.

* To toast coconut, spread shredded coconut in thin layer in shallow pan. Place in moderate oven (350°) and toast until delicately browned, 10 to 15 minutes. (Stir coconut or shake pan often, to toast evenly.)

23. Ambrosia Salad

Materials Needed:
- 3/4 cup diced orange
- 2 flecked-with-brown bananas, sliced
- ½ cup seedless grapes
- ¼ cup pitted dates, cut up
- 3 tablespoons lemon juice
- ¼ cup flaked coconut

Procedure:

Combine fruits; sprinkle with lemon juice; chill. Fold in Creamy Mayonnaise or Fluffy Cooked Dressing . Serve on crisp lettuce. Sprinkle on coconut. Makes 4 to 6 servings.

24. Sparkling Citrus Salad

Materials Needed:
- 1 9-ounce can (1 cup) crushed pineapple
- 1 1-pound can (2 cups) grapefruit sections
- 2 envelopes (2 tablespoons) unflavored gelatin
- Dash salt
- 1/3 cup broken pecans
- 2 small bottles (about 2 cups) ginger ale, chilled

Procedure:

Drain pineapple and grapefruit, reserving syrups. Sprinkle gelatin over reserved syrups in saucepan to soften, then hea and stir to dissolve. Remove from heat and stir in salt and paprika. Cool slightly. Stir in pineapple, grapefruit and pecans. Chill until cold (but not long enough to start setting); then stir in the ginger ale.
Chill till partially set; pour into 1-quart mold. Chill till set. Unmold; trim with maraschino cherries if desired Pass mayonnaise or fruit dressing. Makes 8 servings.

25. Pineapple-Rhubarb Mold

Materials Needed:
2 cups 1-inch slices fresh rhubarb
1/3 cup sugar
½ cup water
. . . . .
1 No. 2 can (2½ cups) pineapple tidbits
1 package strawberry-flavored gelatin
2 teaspoons lemon juice, fresh, frozen, or canned

Procedure:
Combine rhubarb, sugar, and water; cover and cook just until tender, about 5 minutes. Drain thoroughly, reserving syrup also.
Combine the pineapple and rhubarb syrups and add water to make 1 3/4 cups. Heat to boiling; add to gelatin and stir to dissolve. Add lemon juice. Cool, then chill until partially set.
Fold in rhubarb and pineapple; pour into 1-quart mold. Chill until set. Unmold on salad greens. Makes 6 to 8 servings.

26. Preparing Rhubarb

Materials Needed:
8 stalks rhubarb
½ cup sugar

or

8 stalks rhubarb
¼ cup sugar
½ pkg. jello (strawberry, raspberry, cherry)

Procedure:
Wash and chop rhubarb. In saucepan put about 1 in. water. Cook until tender or pulpy, according to taste. Stir frequently. Let cool and chill before eating.
To add jello-- stir in after cooking rhubarb. Then chill, enjoy.

27. Learning About the Bread and Cereal Group

Materials Needed:
An assortment of breads(e.g. whole wheat, rye, white, pumpernickel, muffins, rolls, etc.) and an assortment of hot and cold cereals (e.g. shredded wheat, oats, cornflakes, puffed rice, rolled oats, oatmeal, sugared cereals)

Procedure:
Establish an instructional sequence similar to the previous two sections. Encourage students to look at, taste, feel, and smell a variety of breads and cereals. The teacher should be prepared to stimulate thought through the asking of key questions.
This is an opportunity to have the students compare sugared and non-sugared cereals. Discuss the differences

and effects on health (e.g. dental, weight control, etc.)

28. Have a class cereal tasting breakfast party

29. Use a variety of cold cereals to make pictures and designs.

30. Look in magazines and newspapers for pictures of breads and cereals to make a bulletin board display, scrapbooks, collages, and mobiles.

31. Use a variety of cold cereals to make a matching or sorting game.

32. Learning About Dairy Products

Materials Needed: A variety of dairy products (e.g. whole milk, skim milk, buttermilk, dry skim milk, cream, cottage cheese, pot cheese, yogurt, butter)

Procedure:

Establish an instructional sequence similar to the previous sections. Encourage students to examine and compare
1) different types of milk, and
2) a variety of dairy products made with milk.
Be prepared to stimulate student investigation by asking leading questions.

33. Read the following books to your class and discuss:

Green Grass and White Milk by ALIKI. Thomas Y. Crowell Co., N.Y., 1974.

Milk For You by G. Warren Schloat, Charles Scribner Sons, N.Y., 1951.

34. Learning About the Meat and Fish Group

This food group is a major source of our daily required protein, iron, and fat intake. This includes meats, fish, shellfish, poultry, eggs, legumes (including peanut butter) and nuts.
Instructional activities for this unit can be modeled after those contained in the previous four sections. In addition, you may wish to consider the following:

1) Take a field trip to a local meat market or meat department of a supermarket. Perhaps arrangements to tour the meat preparation and packaging areas can be made.
2) Keep a daily " Dinner Meat " chart for each student.

35. Food Group Train

Materials Needed: Four boxes, colored paper, glue

Procedure:

1) Decorate boxes with colored construction paper to transform them into a train (e.g. add wheels, windows, etc.)

2) Label each box as one of the four food groups.

3) Explain the food train to the students and direct them to look in magazines for pictures of foods from the four groups.

4) Students sort their magazine pictures into the four food categories and place them in the designated cars of the train.

Variation: This can become a bulletin board display or mural by making a flat, one dimensional food train out of colored paper.

36. Food Grab Bag

Materials Needed: Paper shopping bag, assorted foods of pictures of foods.

Procedure:

1) Teacher places foods or pictures of foods from the four basic food groups into a shopping bag. Bag can be decorated.
2) Students take turns selecting items from the bag. Each student must label the item chosen and assign it to its proper food category. Items unable to be labelled and/or categorized should be returned to the bag.
3) Activity continues until all foods have been correctly labelled and categorized.

37. A Four Food Group Tasting Party

Materials Needed: sample foods from the four basic food groups

Procedure:

1) Set up a classroom buffet table containing samples of foods from the four basic food groups.
2) Encourage students to label each food tasted and assign it to its appropriate food category. Note: This should be a pleasant and relaxing experience for the students. It can also be an opportunity for the student to reinforce proper social behaviors.

38. A Four Food Group Bulletin Board

Materials: Colored paper-- four colors, stapler, magazines

Procedure:

1) Teacher puts up bulletin board background paper. The board can be divided into four different colored sections.
2) Students are asked to look in magazines for pictures of a variety of foods belonging to the four basic food groups.

3) Under teacher supervision students label the pictures, assign them to the appropriate food category, and place on the bulletin board.

39. " What lunch foods did you have today? "

Materials Needed: None. (Optional: pictures of the foods served in the school lunch program and lunch foods brought from home.)

Procedure:

Take a few minutes after the lunch period to discuss the day's lunch with your class. Encourage the students to recall and identify the foods eaten. Ask the students to assign each food eaten for lunch to its appropriate food category.
Note: Food pictures can be used to aid students unable to verbalize the above.

40. Mystery Box Game

Materials Needed: A medium sized cardboard box, colored paper, glue, food pictures of the four basic food groups.

Procedure:

1) Teacher decorates the outside of a cardboard box with colored paper.
2) Place an assortment of food pictures (or actual foods) inside the box.
3) Students take turn selecting food pictures from the mystery box and assigning them to their appropriate food group.

41. Food Group Lotto

Materials Needed: Teacher made gameboards (each gameboard contains pictures of foods from a different food group), match up cards (2 sets of Dairy Council food models or Doorway to Nutrition food illustrations.)

Procedure:

1) Distribute gameboards, one per student.
2) Choose one student to be the dealer (or teacher assumes this role).
3) Food match up cards are selected and shown to the class. Students label each and assign them to the appropriate food group.
4) Student who has the identical picture on his/her gameboard claims the card.
5) First student to completely fill up his/her gameboard wi the game.

42. Activity: Treasure Hunt

Materials Needed: An assortment of pictures of foods belonging to the four basic food groups, four different colored boxes.

Procedure:

1) Present four different colored boxes to the class , each representing one of the four basic food groups. The outside of each box can have a picture of its food group attached.
2) Students are directed to look for food pictures hidden around the classroom. Any " off limit" areas should be carefully pointed out to the students before the hunt.
3) As students find each picture they should deposit it in the appropriate food group box.

In order for students to recognize and differentiate beverages from solid foods, some of the following recipes will be helpful. Activities 43 through 45 were taken from The Natural Cook's First Book by Carole Getzoff.

43. Creamiest Milkshake

Materials Needed:
- 4 cups milk
- 1 apple
- 2 tablespoons honey
- 1 teaspoon vanilla
- 1 teaspoon cinnamon
- 1 cutting board
- 1 measuring cup
- 1 blender
- 1 set measuring spoons
- 1 corer
- 1 knife

Procedure:

1) Wash the apple. Peel and core it. Slice and dice it.
2) Place milk, diced apple, and other ingredients into the blender.
3) Blend on a low speed for 3 minutes.
4) Pour into glasses. Serves 4. Drink immediately.

44. Iced Herb Tea

A great summer drink. Count on 15 minutes to make the tea, plus 1 hour to chill it.

Materials Needed:
- 1 teaspoon tea for each cup water
- 1 teaspoon honey for each cup water (optional)
- 1 cup water for each cup of tea
- 1 teapot or regular pot
- 1 set measuring spoons
- 1 tea strainer
- 1 pitcher or glasses

Procedure:

1) Decide how many cups of iced tea you want to make. Extra tea will stay fresh for a few days if you keep it in the refrigerator.
2) If you want to make 4 cups of tea, boil 4 cups of water. After the water boils, either steep or boil the tea, depending on the kind you are using. The darker the color turns, the stronger the tea will be. Decide how strong you like it.
3) Add the honey if you like sweet tea. Mix it well. Pour it into a pitcher. Put it in the refrigerator for about an hour to chill.

45. Orange Froth

Count on 7 to 8 minutes from start to finish

Materials Needed:
4 oranges
1 1/3 cups unsweetened apple juice
1 blender
1 measuring cup

Procedure:

1) Peel oranges. Separate sections. Remove pits. Place in blender.
2) Place apple juice in blender.
3) Blend at low speed for 2 minutes. Drink immediately.
4) Makes 4 glasses of frothy orange drink.

Activity 46 was taken from Kids Cooking Without a Stove by Aileen Paul.

46. Fruit Milk Shake

Materials Needed:
1 1/3 cups cold fruit juice (apricot, raspberry, pear, whatever you choose)
2 1/3 cups cold half-and half cream or milk
1 teaspoon cinnamon
can opener
4-cup measuring cup
quart jar with lid
measuring spoons
4 tall glasses for serving

Procedure:

1) Pour fruit juice into 4-cup measuring cup up to the 1 1/3-cup line. Pour into quart jar.
2) Pour cream into the same 4-cup measuring cup up to the 2 1/3- cup line. Add to juice.
3) Dip 1-teaspoon measuring spoon into cinnamon. Sprinkle cinnamon over juice and milk mixture.
4) Fasten lid so that it stays tight. Shake jar about five times, and count as you do it.
5) Pour into tall glasses.
Makes 4 servings.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for C - The Importance of Food

1. Matching

   Materials Needed: Pictures of droopy plants, healthy plants, unhealthy and healthy animals and persons.

   Procedure:

   1) Collect pictures from magazines or use illustrations provided. Display one picture of each description individually. Ask students to select pictures that are the same.
   2) Using same materials ask student to pick out one of each description when teacher provides the labels individually.

2. Demonstration

   Materials Needed: Animal or person wind up toy.

   Procedure:

   To show the concept that food gives us energy, draw an analogy between the wound up toy moving rapidly and the child after eating, full of energy. The toy slows gradually to a stop unless we wind it again. We grow tired, hungry, and listless when we need to replenish our food supply. By eating well-balanced meals, we stay healthy and active.

3. Growing Plants

   Materials Needed: Seeds for radish plants, mild cartons or flower pots, potting soil or vermiculite plant food.

   Procedure:

   Plant seeds in soil in cartons. Water all for about one week. Plants need nutrients in the soil and water, sunlight and air to grow. After plants are sprouting, divide into groups - some will be stored in a closet without sunlight, some will not be watered, some can be put in air tight bags, some will be kept in air and sunlight and fed regularly. Students should note the changes they see daily. A chart can be kept. Growth can be noted by putting a stick in the soil and marking with paint and nail polish.

Traits associated with good health are shiny hair, clear complexion, good teeth and good posture. In order to make students aware of these traits and their own physical appearance and to reinforce the need for adequate self care skills, the following suggestions may be helpful.

1) Each day, plan a time for students to look at themselves in the mirror to check their appearance and wash face, brush teeth or comb hair as appropriate.
2) Look at pictures of models in magazines and discuss their appearance (happy, smiling, good teeth and posture, etc.)
3) Cut out pictures of models from magazines and display them on wall or bulletin board as examples of how healthy people look.

Good health means that our bodies have the necessary nutrients to function properly. Discuss how our body parts enable us to stay in good health and experience and enjoy our surroundings.

Eg. - eyes, sight
ears, hearing
nose, smell
tongue, taste
teeth, chew and help talk
hands, touch
legs, walk, run, play

Posters could be made connecting the body parts with pictures from magazines that show their functions.

Have children bring their baby photos to school. Compare them with recent photos. Note change in size, ability. Display photos on bulletin board. Discuss the importance of food for their growth and health.

For young children, trace their bodies on butcher paper and display in classroom. Periodically, check their height and make note by marking on paper or tape on the wall or trace body again. Hang new outline of body next to former one to show growth.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for D. A Balanced Diet

Breakfast

It is commonly proposed by leading nutritionists that students who eat breakfast are usually more alert, energetic, and ready to learn than those students who arrive at school with empty stomachs. Eating nutritious breakfast foods is a vitally important habit to instill in your students.

Nutrition concepts to be learned by students include:

A. We need breakfast every day to help us stay healthy, work, play and feel good.

B. Everyone should attempt to eat a daily breakfast composed of foods from at least three of the four basic food groups.

1. Have students role play how we feel tired when we don't eat well, and how we feel hungry and have little energy when we skip breakfast.

2. Keep a daily class breakfast chart. Students check off the food groups eaten that morning.

3. Good Breakfast Collage

   Materials Needed: Magazines, newspapers, copies of Doorway To Nutrition food illustrations, glue, paper plates.

   Procedure:
   1. Encourage students to look for pictures of their favorite breakfast foods.
   2. They should then select several and compose a balanced breakfast. Check to see that at least three basic food groups are represented.
   3. Paste on paper plates.

4. Students use food pictures to create sample balanced breakfasts.

   Materials Needed: Dairy Council food models, Doorway To Nutrition food illustrations.

5. Students plan and prepare a simple balanced breakfast in school.

   Note: Parents should be notified of this activity in advance. They may choose to serve only a light breakfast at home that day.

6. Breakfast Shopping Game

   Materials Needed: Dairy Council food models, empty food packages.

   Procedure:
   1. Set up a simulated supermarket in the classroom.

6. Breakfast Shopping Game (con't)

2) Students take turns "shopping" for foods that compose a balanced breakfast.

Lunch and Dinner

This instructional section strives to assist students to develop an understanding that good lunch and dinner meals are well balanced (composed of foods from the four basic food groups) and should be pleasant experiences. The activities contained in the breakfast section are easily adaptable to instill these concepts.

Please note that some students adhere to special diets for health, religious, or other reasons. A vegetarian diet is one example. In all cases it is important that proper nutritional balance be achieved for good health. Instruction for students on special diets should be tailored to meet their needs.

7. An additional activity is to keep a food journal or diary. This activity requires parental involvement. A list or book with pictures is prepared by each student including all foods eaten daily. Lead students in the categorization of these foods according to their appropriate food group.

The following recipes (activities 8 through 18) for breakfast, luncheon, and dinner foods were taken from The Down to Earth Cookbook by Anita Borghese.

8. Super Wheat Hot Cereal

Materials Needed:

¼ cup uncooked wheat cereal such as Wheatena
½teaspoon sea salt or regular salt
¼ cup raisins
2 cups cold water
¼ cup unsalted cashew nuts
2 tablespoons honey
saucepan
measuring cup
measuring spoons
cooking spoon
chef's knife

Procedure:

Mix together in a saucepan the wheat cereal, salt, raisins, and water. Bring to boil, reduce heat, and simmer 5 to 8 minutes,stirring occasionally, until cereal gets as thick as you like it. While cereal is cooking chop the nuts. Remove cereal from stove and stir in nuts and honey. Serve with milk. Makes 2 servings.

9. Michael's Scrambled Omelette

Materials Needed:

2 eggs
2 tablespoons milk
2 slices Muenster cheese
½ teaspoon salt
1 scallion
pinch rosemary
pinch thyme
1 chunk butter (small)
1 sprig of parsley (optional)
1 bowl
1 cutting board
1 knife
1 set measuring spoons
1 iron skillet (10 inches)
1 fork
1 potholder
1 spatula

Procedure:

1) Wash the scallion. Dice it. Place the pieces in a bowl.
2) Crack the eggs on the side of the bowl. Drop in the eggs. Throw away the shells.
3) Mix in the milk, salt, rosemary, and thyme. Beat mixture with a fork.
4) Dice the cheese into small pieces and add to egg mixture.
5) Melt a chunk of butter in a skillet over medium heat.
6) Pour in egg mixture.
7) After the eggs have cooked for about 3 minutes and the bottom is firm take a potholder and place pan under the broiler until top gets cooked (about 3 minutes).
8) Fold it in half with a spatula. Enough for 1. Serve topped with a sprig of parsley.

10. Swiss Pancakes

Materials Needed:

½ cup plain yogurt
2 egg yolks
1½ tablespoons unbleached or whole wheat flour
1 cup coarsely grated Swiss cheese
½ teaspoon sea salt or regular salt
1 tablespoon vegetable oil or butter
grater
small bowl
custard cups or small bowls
mixing spoon
egg beater or whisk
skillet
measuring cup
measuring spoons
pancake turner

10. Swiss Pancakes (con't)

Procedure:

Grate the cheese. Separate the eggs in custard cups or small bowls. Put the yolks in a small bowl and save the whites for another use. Beat the yolks lightly. Stir in the yogurt, flour, cheese, and salt.

Heat oil or butter in a skillet over medium flame. Drop batter into skillet using 1 tablespoon batter for each pancake. Make 6 pancakes at a time. When pancakes begin to brown around the edges and make little bubbles all over the surface, turn them over. Brown the other side. Makes 2 servings.

11. French Toast

Materials Needed:

- 8 slices whole wheat bread
- 2 eggs
- ½ cup milk
- ¼ teaspoon vanilla (optional)
- ½ teaspoon cinnamon (optional)
- ½ teaspoon salt
- 1 chunk butter
- 1 bowl
- 1 flat plate
- 1 measuring cup
- 1 set measuring spoons
- 1 skillet (large)
- 1 fork
- 1 spatula

Procedure:

1) Crack the eggs against the side of the bowl. Drop the insides of each egg into the bowl. Throw away the shells.
2) Mix in the milk, salt, vanilla, and cinnamon. Beat mixture with a fork until it is well blended.
3) Quickly dip in each slice of bread so that it gets covered with the egg mixture. Do not let the bread soak in it. Put the slices on a flat plate.
4) Heat the butter in the skillet over a medium flame.
5) Cook as many pieces of bread in the skillet as you can at one time. Each slice should cook until it is golden brown (about 3-4 minutes) on the bottom. Turn each slice over with a spatula.
6) Serves 4. Top with real maple syrup, honey, or fresh fruit.

12. Prunella Muffins

Materials Needed:

1/2 cup corn-oil margarine or butter
1 cup turbinado sugar or firmly packed brown sugar
2 eggs
2/3 cup milk
2/3 cup pitted, cut-up prunes
1 cup whole wheat flour
1/3 cup unbleached white flour
1 teaspoon baking powder
1/2 teaspoon sea salt or regular salt
1/2 teaspoon cinnamon
1/2 teaspoon allspice
1/2 teaspoon nutmeg
bowl
measuring cup
measuring spoons
cooking spoon
paring knife
flour sifter
muffin tins
cake tester
wire rack

Procedure:

Turn on oven to heat at 375 degrees. Grease muffin tins or place cupcake papers in muffin tins. Remove pits from prunes and cut up into small pieces.

Cream margarine or butter in a bowl until soft. Add sugar, a little at a time, blending well each time. Add eggs and stir well. Add milk and prunes and stir again.

Sift together flours, baking powder, salt, cinnamon, nutmeg, and allspice and add to the batter.

Spoon batter into each cup until two-thirds full. Place in oven and bake 20-25 minutes or until cake tester inserted in center of muffin comes out clean. Turn muffins out onto wire rack to cool.

Makes 12 muffins.

13. Eggplant-Bottom Pizzas

Materials Needed:

1 small eggplant
1/2 cup tomato sauce
2 tablespoons coarsely grated onion
2 teaspoons oregano
sea salt or regular salt
pepper
3/4 cup coarsely grated mozzarella, Monterey Jack, or muenster cheese
paper towel
chef's knife

13. Eggplant-Bottom Pizzas (con't)

cookie sheet
measuring cup
measuring spoons
grater
bowl
cooking spoon
pancake turner

Procedure:

Turn on oven to heat at 350 degrees. Grate the cheese and onion.

Wash eggplant and dry it with paper towel. Cut 6 eggplant slices about 1/4 inch thick. Lay the slices on a cookie sheet. (Save the rest of the eggplant, wrapped in plastic wrap, to make more of this recipe later.)

In a bowl combine tomato sauce, grated onion, and oregano. Spoon mixture over eggplant slices. Sprinkle a little salt and pepper over each slice. Sprinkle 2 tablespoons grated cheese over each slice.

Place cookie sheet in oven and bake 15-20 minutes until cheese is melted and nicely browned. Remove from oven and, with pancake turner, put 2 eggplant slices on each plate. Eat with knives and forks.

Makes 3 servings.

14. Sweet and Sour Tuna

Materials Needed:

1 green pepper
1 medium-sized onion
1 tablespoon vegetable oil
2 7-ounce cans tuna, drained
1 small can sliced unsweetened pineapple
1 tablespoon cornstarch
1 tablespoon vinegar
1 tablespoon soy sauce
dash of pepper
paring knife
chef's knife
measuring spoons
skillet
small bowl
cooking spoons

Procedure:

Cut green pepper into strips and chop onion. Heat oil in skillet over medium flame and saute green pepper and onion until onion looks transparent. Stir in tuna, breaking up any large chunks.

Pour syrup from the canned pineapple into a bowl and stir

14. Sweet and Sour Tuna (con't)

In cornstarch. Add to the tuna, stirring gently until it thickens. Cut pineapple slices into quarters and add to the tuna. Stir in vinegar, soy sauce, and pepper. Cover and simmer over low flame until heated through, about 5 minutes.

Makes 4 servings.

15. Shake-Up Dressing

Materials Needed:

3 tablespoons vegetable oil
1 tablespoon vinegar
1/2 teaspoon sea salt or regular salt
dash of pepper
1/4 teaspoon mustard
1/4 teaspoon basil
measuring spoons
small glass jar with tight lid

Procedure:

Place all ingredients in jar. Close tightly with lid. Shake up dressing well. Pour over salad.

16. Pineapple Cabbage

Materials Needed:

1 cup unsweetened pineapple juice
1 small cabbage
1 tablespoon butter or corn-oil margarine
measuring cup
saucepan
chef's knife
cooking spoon
cooking fork
measuring spoons

Procedure:

Pour pineapple juice into a saucepan and heat for several minutes over low flame.

While pineapple juice is heating, wash cabbage and remove any wilted leaves. Cut in half and cut out core. Slice cabbage crosswise into 1/4 inch slices. Place in the saucepan with the pineapple juice. Cover and simmer over low flame until cabbage is tender but still a little crisp. Test it with a fork. Add butter or margarine and pour into serving bowl.

Makes 4 to 6 servings.

17. Lemon Broccoli

Materials Needed:

1 bunch fresh broccoli or 2 packages frozen broccoli
2 tablespoons corn-oil margarine or butter
juice of 1 lemon
dash of pepper
paring knife
large saucepan
small saucepan
measuring spoons
juice squeezer
colander

Procedure:

If using fresh broccoli, cut off any dry stem ends or bruised spots and pull off any wilted leaves. Wash and place broccoli in large saucepan. Pour in about a cup of boiling water, cover tightly, and cook over low flame until just tender, not soft, about 10 minutes. If using frozen broccoli, cook according to package directions until just tender.

While broccoli is cooking, squeeze the lemon, removing any seeds. Melt margarine or butter in small saucepan over low heat. Add lemon juice and pepper.

Drain broccoli in colander and place in serving dish. Pour lemon butter over broccoli. Serve with salt and pepper.

Makes 6 servings.

18. Buttered Brown Rice

Materials Needed:

2 1/2 cups cold water
1 teaspoon sea salt or regular salt
1 cup brown rice
3 tablespoons butter or corn-oil margarine
measuring cup
measuring spoons
saucepan
cooking spoon
cooking fork

Procedure:

In saucepan combine water, salt, and brown rice. Bring to boil over high heat and boil 5 minutes. Reduce heat, cover, and simmer 45 minutes. Leave the cover on all the time and don't peek.

Remove lid after 45 minutes, fluff rice with a fork, and stir in butter or margarine. Don't worry if rice sticks to the bottom or scorches a little. It tastes good that way and some people like the bottom part best.

Makes 4 to 6 servings.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for E. Healthful Snacks

Snacks should be healthful and helpful. They should be used to relax, refresh, supply energy for renewed activity, and contribute to basic food needs.

1. Preparation for Investigating Snacks

Materials Needed: letter to parents, oaktag, markers, pictures of snacks.

Procedure:

1) To inform parents of your plans for the unit on snacks and to acquire information about the snacking habits of your students, send a letter to parents requesting that information.

2) After receiving that information, make a poster for each child or one for the class. Children can find magazine pictures or use illustrations colored by the students to display snacks they eat.

3) Discuss healthful snacks (not soda, candy or other sweets).

Snack foods should also be selected from the four basic food groups. They should be counted in the required servings for the day from that group.

Healthful Snacks

Milk - puddings, yogurt, ice cream, ice milk, cheese, cottage cheese
Meat - peanut butter, hard boiled eggs, sliced chicken, tuna
Fruit and Vegetable - fresh fruits, raw turnip, green pepper, carrot, celery, juices, frozen juice cube, dried fruits.
Bread and Cereal - margarine on bread, graham crackers, saltines, melba toast,

2. Healthful snacks come in all shapes. Cut and shape them as follows:

Cubes - cheese, bread
Sticks - raw turnip, toast
Circles - green pepper, eggs
Curls - celery, carrot

Have students identify foods by label, color, shape, and texture.

Activity 2 was taken from "Nutri Notes" prepared by Public Health Nutrition Services, Concord, New Hampshire.

Recipes for healthful snacks:

3. Pizza Dip (American Heart Association)

Materials Needed: 2 tablespoons vegetable oil
1/2 cup chopped onion
2 1/2 tablespoons chopped celery

3. Pizza Dip (con't)

2 1/2 tablespoons chopped green pepper
1 cup canned tomatoes
6 tablespoons tomato paste
1 teaspoon oregano
1/8 teaspoon sweet basil
1/2 teaspoon salt
1/8 teaspoon pepper
1/4 teaspoon rosemary (optional)
1 1/2 cup low fat cottage cheese

Procedure:

Saute onion, celery and pepper in oil until tender. Add tomato, tomato paste, and seasonings. Cook over low heat for 30 minutes, stirring occasionally. Cool, combine with cottage cheese and blend in blender. Serve with crisp, raw vegetables.

4. Rye Wafers (taken from "Hearty Snacks prepared by N. H. State Council on Aging and N. H. Public Health Nutrition Services)

Materials Needed:

1/4 cup oil
1 cup unsifted rye flour, spooned into cup
3/4 cup unsifted all-purpose flour
1 teaspoon baking powder
1 tablespoon sugar
1/4 teaspoon salt
2 teaspoons caraway seed
1/2 cup milk

Procedure:

Combine all ingredients in bowl and mix till smooth. Chill 1 hour, divide into 2 parts and roll on lightly floured board to form very thin 15" X 10" rectangles. Cut into 3" X 2" rectangles with sharp knife or pastry wheel. Place on baking sheets and bake in preheated oven at 375 degrees until light brown. Cool and store in air tight container.

Makes 3 1/2 dozen.

5. Stuffed celery - Fill washed stalk with cream cheese or peanut butter.

6. Deviled Eggs - Slice hard boiled egg in half. Remove yolk and mix with salad dressing. Stuff mixture into egg white halves. Top with sprinkle of paprika.

7. Cheese balls - Take soft cheddar cheese or cream cheese and mix with a little salad dressing. Form into balls and roll in chopped parsley or nuts.

8. Granola - Mix together 3 cups rolled oats, 1 cup wheat germ, 1 cup sesame seeds, 1 cup of shredded and unsweetened coconut, 1/4 cup oil, 3/4 cup honey, 1 teaspoon vanilla, dash of salt.

8. Granola (con't)
Spread 1/2 inch deep on cookie sheet. Bake at 250 degrees until golden brown. Stir occasionally. Let cool and store in jars.

9. Soybean Snacks - Rinse one cup of soybeans and place in bowl. Cover with water and soak overnight in the refrigerator. Next day, drain and spread on cookie sheet. Bake in slow oven (200 degrees) for about 2 1/2 hours. Take a teaspoonful of olive oil and drip over beans, stirring to see that every bean is coated. Cook in oven for another half hour. Remove and sprinkle lightly with salt. When cool, store in covered jar.

10. Fruit Jerky (California Tree Fruit Agreement) - Line a smooth surface such as a cookie sheet, jelly roll pan, or a table with clear plastic wrap, fastening edges with cellophane tape. To keep the fruit clean while drying, a piece of cheesecloth may be stretched over, but not on, the surface.

Wash fruit of your choice and prepare as directed below. Each recipe will make enough puree for two 15 1/2" by 10 1/2" sheets of jerky.

Plums: Thinly slice 2 pounds fresh California plums to make 5 cups. In saucepan, combine plums with 1/4 to 1/2 cup sugar (or light corn syrup or honey). Bring mixture slowly to a boil, stirring constantly. Boil 3 minutes, stirring to prevent scorching. Pour into blender container; puree until smooth (there should be 4 cups). Cool to lukewarm.

Peaches: Peel 2 1/2 pounds fresh peaches by dipping them into boiling water for about 30 seconds. With slotted spoon, remove and drop into cold water; slip off skins. Slice peaches to make 5 cups; turn into saucepan. If desired, peaches can be sweetened slightly by adding sugar, light corn syrup or honey to taste. Bring peaches slowly to a boil, stirring constantly. Pour into blender container; puree (there should be 4 cups). Cool to lukewarm.

Drying In The Sun: Pour fruit puree onto prepared surfaces and spread thinly and evenly to 1/8 inch thickness. Place in full sunlight. Drying time depends on the fruit and sunlight available; it can vary from 8 to 24 hours. If not quite dry after the first day, bring indoors overnight and continue drying outside the second day.

Fruit Jerky (con't)

Drying may be finished in the oven if weather doesn't permit sun drying. Jerky is dry when it can be peeled off the plastic easily.

Storing Fruit Jerky: Roll the sheets of fruit jerky, still on the plastic wrap, then with more plastic, seal. Fresh jerky will keep well about one month at room temperature, three months in the refrigerator or one year in the freezer.

If Weather Doesn't Permit: In humid or cool climates, it may be necessary to do all or part of the drying in the oven. Preheat oven to lowest temperature setting - 140 to 150 degrees. Turn oven off and set the sheets of fruit puree in the middle of the oven. If using an electric oven, it will be necessary to reheat the oven occasionally to maintain warmth. Gas ovens do not need to be reheated as the pilot light will provide sufficient warmth to dry the fruit. Open oven door every several hours to let moisture escape. The jerky will dry in one to two days.

11. Icy Fruit Frost (California Honey Advisory Board)

Materials Needed:

2/3 cup chilled, unsweetened grapefruit juice
3/4 cup unsweetened pineapple juice
2/3 cup mild-flavored honey
1 cup finely crushed ice

Procedure:

Quickly whirl all ingredients in blender until mixture is frothy. Serve in chilled glasses. Makes 6 servings. Variation: Fruit Frost may be poured into ice cube trays and frozen. Pour unsweetened cold tea over cubes in tall glasses for refreshing taste treat on a warm day.

12. Ruby Red Punch (California Honey Advisory Board)

Materials Needed:

1/2 cup honey
3 cups very hot water
1 can (6 oz.) frozen lemonade
1 cup (8 oz.) apple juice
1 pint bottle cranberry juice cocktail

Procedure:

Blend honey into hot water. Let stand until cool. Then mix with balance of ingredients. Chill and pour into punch bowl or glasses. Garnish with frozen fruit ice cubes. Makes 16 punch glass servings.

What are junk foods? Foods that are high in calories, fats and carbohydrates and low in vitamins and minerals, such as candy, soda and other sweets are "junk foods".

13. Snack Grab Bag

Materials Needed: pictures of healthful snacks and junk foods.

Procedure:

Put pictures into grab bag. Students take turns taking a picture from the bag. They are required to label the picture and tell whether the snack is healthful or "junk food".

Students could also make collages and mobiles with pictures of junk foods and healthful snacks.

14. Using illustrations of overweight person and healthy person and pictures of healthful snacks and "junk foods", have students match "junk foods" to overweight person and healthful snacks to healthy person. Reinforce food labels.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for F. Weight Control

Mealtimes are usually pleasant experiences and eating is commonly enjoyed by all. However, eating too much or too little will have detrimental physical effects. Learning to eat in moderation and to engage in healthful daily exercise is an important goal for everyone to learn.

Usually, weight is gained when we take in more energy (calories) than we use. Weight is lost when we increase our activity level and use more energy than we have eaten as food.

It is important to note that a weight loss diet should consist of foods from the four basic food groups. A balanced diet is a necessity for good health. In addition, it is very important to approach dieting from a positive, reinforcing viewpoint. Punitive attitudes, negativism, and guilt should be avoided.

1) Analyze the daily school lunch with your class. Is it well balanced and does it have a moderate amount of calories? Point out any foods that are high in calories and if eaten to excess may cause weight gain. Look to see if any "junk foods" are included.

2) Look in magazines for pictures of high calorie foods and junk foods that are not conducive to weight control.

3) Look in magazines for pictures of healthful, low calorie meals and snacks.

4) Have regular individual height and weight checks. Be careful to consider the self-esteem of the student and not to make overweight (or underweight) pupils feel guilty. Rather, try to simply focus the student's attention on his weight and to become aware of weight gains or losses. Advise the student of his nutritional needs.

5) Help your students to plan and prepare simple low calorie snacks and meals. Present this in a positive manner.

The following recipes, activities 6 through 31, were taken from Better Homes and Gardens Calorie Counter's Cookbook.

A. Appetizers and Snacks

6. Spiced Citrus Appetizer Cup
52 calories/serving

Materials Needed:
1 16-ounce can mixed grapefruit and orange sections, undrained (2 cups)
3 inches stick cinnamon
Dash ground cloves
Dash ground ginger

Procedure:
In saucepan combine grapefruit and orange sections, cinnamon stick, cloves and ginger; simmer for 10 minutes. Remove cinnamon stick. Chill. Serve in sherbets. Garnish with mint sprig, if desired. Makes 5 servings.

7. Frosty Fruit Cup
66 calories/serving

Materials Needed:
1 15-ounce can pineapple chunks (juice pack)
1 16-ounce bottle low-calorie lemon-lime carbonated beverage
2 tablespoons lime juice
Few drops green food coloring
1 cup seedless green grapes
2 cups cantelope balls

Procedure:
Drain pineapple, reserving juice. Combine reserved juice, carbonated beverage, lime juice, and food coloring; stir. Pour into 3-cup refrigerator tray; freeze just to a mush, about 2 to 2½ hours. Combine fruits. Break frozen mixture apart with fork, if necessary. Spoon into 8 sherbet glasses; top with fruits. Trim with mint sprigs, if desired. Makes 8 servings.

8. French Onion Soup
42 calories/serving

Materials Needed:
1 large onion, thinly sliced (1 cup)
1 tablespoon butter or margarine
2 10½-ounce cans condensed beef broth
3/4 cup water
½ teaspoon Worcestershire sauce
Dash pepper
1 tablespoon grated Parmesan cheese

Procedure:
Cook onion in butter over medium-low heat till lightly browned, about 20 minutes. Add beef broth, water and Worcestershire. Bring to boiling; season with pepper. Pour into bowls; sprinkle with cheese. Makes 7 servings.

9. Herbed Tomato Broth
22 calories/serving

Materials Needed:
1 10-ounce can condensed beef broth
1 cup tomato juice
¼ teaspoon dried marjoram leaves, crushed
¼ teaspoon dried thyme leaves, crushed
1 tablespoon snipped parsley

Procedure:
Combine beef broth, tomato juice, 3/4 cup water, marjoram, and thyme. Heat to boiling. Reduce heat and simmer 2 minutes. Ladle into bowls. Garnish with parsley. Makes 6 servings.

10. Diet Soup

Materials Needed:
Small head cabbage
6 to 8 stalks celery
6 onions
8 carrots
Large can tomatoes or fresh ones
1 large pepper
1 teaspoon thyme
Dash pepper

Procedure:
Wash and cut up vegetables. Cover with water and cook until tender. 2 packages of vegetable or beef bouillon can be added.

11. Cheesy Herb Dip
22 calories/tablespoon

Materials Needed:
1 cup low-calorie mayonnaise-type dressing
1 3-ounce package Neufchatel cheese, softened
1 teaspoon mixed salad herbs, crushed
¼ teaspoon salt
1 tablespoon snipped parsley
1 tablespoon grated onion
½ teaspoon Worcestershire sauce
2 teaspoons capers, drained

Procedure:
Blend all ingredients and chill well. Serve as a dip for carrot sticks, celery sticks, and sliced cauliflowerets. Makes 1½ cups.

B. Main Dishes

12. Fruited Chicken Breasts
157 calories/serving

Materials Needed:
3 large chicken breasts (2 pounds), skinned and boned
1 chicken bouillon cube
¼ teaspoon grated orange peel
¼ cup orange juice
1 tablespoon chopped green onion
1 tablespoon cornstarch
½ cup halved and seeded Tokay or seedless green grapes
Paprika
1 medium orange, sliced

Procedure:
Cut chicken breasts in half lengthwise. Sprinkle with salt; arrange chicken in 10x6x1 3/4 inch baking dish. Dissolve bouillon cube in ½ cup boiling water; stir in

orange peel, orange juice, chopped green onion, and dash pepper. Pour over chicken. Cover with foil; bake at 350' till tender, about 50 to 60 minutes. Remove chicken to warm serving platter.
Strain pan juices, reserving 3/4 cup for sauce. In saucepan blend cornstarch with 2 tablespoons cold water, stir in reserved pan juices. Cook, stirring constantly, till mixture is thick and bubbly; cook 1 minute longer.
Stir in grapes; heat through. To serve, spoon sauce over chicken; sprinkle with paprika. Garnish with orange slices. Makes 6 servings.

13. Tomato-Sauced Chicken
151 calories/serving

Procedure:

Skin and bone 3 large or 6 small chicken breasts (2 pounds). Place in 11 3/4x7¼x1 3/4-inch baking dish; sprinkle with 1 teaspoon seasoned salt and dash paprika.
Drain one 16-ounce can tomato wedges, reserving ¼ cup liquid. Arrange tomatoes; 1 medium onion, thinly sliced and separated into rings; and one 4-ounce can sliced mushrooms, drained, over chicken.
Sprinkle 2 tablespoons snipped parsley; ½ teaspoon dried oregano leaves, crushed; and ½ teaspoon celery seed over all. Mix reserved liquid; 1 clove garlic, minced; and 1 bay leaf. Pour over chicken. Cover. Bake at 350' for 1 hour. Uncover; bake 10 minutes more. Remove bay leaf. Spoon juices over chicken. Serves 6.

14. Broiled Chicken
271 calories/serving

Procedure:

Blend ½ cup low-calorie Italian dressing, ¼ cup soy sauce, ¼ cup finely chopped onion, and 1 teaspoon dry mustard; mix well.
Halve and skin three 1½-pound ready-to-cook broiler-fryer chickens; brush with soy mixture. Place chicken in bottom of broiler pan (no rack). Broil 5 to 7 inches from heat for 20 minutes; brush occasionally. Turn. Broil till meat is tender, about 20 minutes; brush occasionally with mixture. Makes 6 servings.
To grill: Cook chicken over medium coals till lightly browned, about 20 minutes; brush occasionally with mixture. Turn; broil till tender, 15 to 20 minutes; brush occasionnally.

15. Curried Chicken
249 calories/serving

Procedure:

In skillet combine ½ cup water, ½ cup vegetable cocktail, and 1 chicken bouillon cube, crushed. Add one 2-to 2½-

pound ready-to-cook broiler-fryer chicken, cut up and skinned; ½ cup chopped onion; 1 teaspoon curry powder; ½ teaspoon poultry seasoning; ½ teaspoon salt; and dash pepper. Simmer, covered, 45 minutes. Remove chicken; skim off fat.
Blend 1 cup additional vegetable juice cocktail with 1 tablespoon all-purpose flour; add to skillet. Cook and stir till thick and bubbly. Return chicken to sauce; top with one 8½-ounce can unsweetened grapefruit sections, drained. Cover and heat through. Makes 4 servings.

16. Italian-Sauced Fish
149 calories/serving

Materials Needed:
- 2 16-ounce packages frozen flounder fillets, thawed
- 1 8-ounce can spaghetti sauce with mushrooms
- 2 tablespoons chopped onion
- 1 4-ounce package shredded mozzarella cheese (1 cup)

Procedure:

Arrange fillets in single layer on well-greased 15½x10½x1-inch baking sheet. Sprinkle with salt. Mix spaghetti sauce and onion; pour over fillets. Bake, uncovered, at 350° till fish flakes easily with fork, about 25 to 30 minutes. Sprinkle with cheese; return to oven till cheese melts, about 3 minutes. Serves 8.

17. Puffy Omelet
103 calories/serving

Materials Needed:
- 4 egg whites
- 2 tablespoons water
- ¼ teaspoon salt
- 4 egg yolks
- 1 tablespoon butter or margarine

Procedure:

Beat egg whites till frothy; add water and salt. Beat till stiff peaks form. Beat egg yolks till thick and lemon-colored. Fold yolks into whites. Melt butter in 10-inch ovenproof skillet; heat till drop of water sizzles. Pour in omelet mixture; spread to edges of skillet, leaving sides higher. Reduce heat; cook till puffed and bottom is golden, 8 minutes. Bake at 325° till knife inserted in center comes out clean, 8 to 10 minutes.
Loosen sides of omelet. Make shallow, off-center cut across omelet. Tilt pan; fold smaller portion over larger portion. Slip onto platter. Serve immediately. Makes 4 servings.

C. Vegetables

18. Oriental Spinach
25 calories/serving

2.50

Procedure:

Cook one 10-ounce package frozen chopped spinach following package directions; do not drain. Stir in one 16-ounce can bean sprouts, drained and rinsed; and 1 5-ounce can water chestnuts, drained and sliced. Heat to boiling; drain. Toss with 4 teaspoons soy sauce. Serves 8.

19. Basil Carrots
39 calories/serving

Procedure:

Slice 6 medium carrots. Simmer, covered, in salted water till tender, about 10 to 15 minutes; drain. Combine 1 tablespoon melted butter; ¼ teaspoon salt; and ¼ teaspoon dried basil leaves, crushed; toss with carrots. Serves 6.

20. Peas With Mushrooms
38 calories/serving

Procedure:

Cook one 10-ounce package frozen peas according to package directions; do not drain. Add one 6-ounce can sliced mushrooms drained; heat through. Drain. Add 1 teaspoon lemon juice and ¼ teaspoon dried basil leaves, crushed. Season with salt and pepper. Makes 6 servings.

21. Herbed Tomato Halves
56 calories/serving

Materials Needed:
3 medium tomatoes, cut in half lengthwise
1/3 cup soft bread crumbs
1 tablespoon butter, melted
¼ teaspoon dried basil leaves, crushed
2 tablespoons grated Parmesan cheese

Procedure:

Arrange tomato halves in 10x6x1 3/4-inch baking dish. Sprinkle with salt. Toss bread crumbs with melted butter, basil and cheese. Sprinkle on tomato halves. Bake, uncovered, at 350° for 20 to 25 minutes. Makes 6 servings.

D. Desserts

22. Baked Crimson Pears
69 calories/serving

Procedure:

Peel, halve, and core 4 fresh medium pears; place in 1-quart casserole. Mix 1 cup low-calorie cranberry juice cocktail, 3 inches stick cinnamon, and 10 drops red food coloring; bring to boiling. Pour over pears. Bake, covered, 10 minutes. Turn pears; bake, uncovered, till tender, 5 to 10 minutes more. Remove cinnamon

sticks. Serve in juice. Serves 8.

23. Baked Orange Cups
107 calories/serving

Procedure:

Remove tops of 4 medium oranges. With grapefruit knife, scoop out pulp and reserve. Dice reserved pulp; toss with ½ cup seedless green grapes, halved, and dash bitters. Spoon fruit into orange shells. Place in 10x6x1 3/4-inch baking dish. Pour a little water around oranges. Bake at 325° for 25 minutes. Sprinkle with 2 tablespoons flaked coconut. Bake 8 to 10 minutes more. Makes 4 servings.

24. Spicy Peach Compote
63 calories/serving

Materials Needed:
- 3 large fresh peaches
- 2 teaspoons cornstarch
- 2 tablespoons sugar
- ½ of 6-ounce can pineapple-orange juice concentrate, thawed (1 1/3 cup)
- ½ teaspoon grated orange peel
- 4 inches stick cinnamon
- 5 whole cloves

Procedure:

Peel, halve, and pit peaches; sprinkle with ascorbic acid color keeper or lemon juice mixed with water to prevent darkening. In saucepan mix cornstarch, sugar, and ¼ teaspoon salt. Stir in concentrate, 2/3 cup water, peel, cinnamon, and cloves. Cook and stir till thick and bubbly; cook and stir 2 minutes more. Pour hot mixture over peaches; chill. Remove spices before serving. Makes 6 servings.

25. Marinated Fruit
85 calories/serving

Materials Needed:
- 1 20-ounce can pineapple chunks (juice pack)
- 1 medium apple
- 1 fresh medium pear
- 1 medium nectarine
- 2 tablespoons orange juice concentrate, thawed
- 1 tablespoon honey
- 1 teaspoon snipped fresh mint or 1 teaspoon dried mint flakes, crushed

Procedure:

Drain pineapple; reserve juice. Remove cores from unpeeled apple and pear; pit nectarine. Cut fruits into chunks. Mix fruits in shallow dish. Mix reserved juice with remaining ingredients; pour over fruits. Stir to mix. Cover; marinate in refrigerator 2 to 3 hours; stir occa-

sionally. Serve with marinade. Serves 8.

26. Peachy Orange Ice
74 calories/serving

Materials Needed:
1 12-ounce package frozen peach slices, partially thawed
1 cup orange juice
1 tablespoon lemon juice
3 egg whites
Dash salt
3 tablespoons sugar

Procedure:
In blender container combine undrained peaches, orange juice, and lemon juice; blend till peaches are puréed, about 15 seconds.
Beat egg whites with dash salt till soft peaks form. Gradually add sugar, beating till stiff peaks form. Transfer peach purée to mixing bowl; gently fold beaten egg whites into peach purée. Freeze peach mixture in 4-cup refrigerator tray till mixture is almost firm.
Remove almost firm peach mixture to chilled bowl; beat well with rotary or electric beater. Return to refrigerator tray; freeze till mixture is firm. To serve, spoon frozen peach mixture into sherbet dishes. Makes 8 servings.

E. Beverages

27. Apricot-Pineapple Frost
61 calories/serving

Procedure:
In blender container combine one 12-ounce can apricot nectar, chilled; one 6-ounce can pineapple juice, chilled; and ½ teaspoon peppermint extract. Cover, blend a few seconds, till frothy. Pour over ice in glasses; garnish with mint sprigs, if desired. Makes 5 servings.

28. Strawberry Shake
72 calories/serving

Materials Needed:
2 cups fresh or frozen unsweetened whole strawberries
1½ cups skim milk
2 tablespoons sugar
Dash ground cinnamon

Procedure:
If using fresh strawberries, halve larger berries; freeze in plastic bag. In blender container combine milk, sugar, and cinnamon; gradually add frozen berries. Blend on medium speed till smooth. Serve immediately. Serves 5.

29. Citrus Cooler
50 calories/serving

Materials Needed:
1 6-ounce can frozen grapefruit-orange concentrate, thawed
2 cups cold water
Dash bitters
1½ cups low-calorie lemon-lime carbonated beverage

Procedure:
In pitcher combine thawed grapefruit-orange concentrate, cold water, and dash bitters; chill thoroughly. Just before serving, carefully pour carbonated beverage down side of pitcher; stir gently with an up-and-down motion. Serve beverage over ice. Makes 6 servings.

30. Raspberry Fizz
48 calories/serving

Materials Needed:
1 12-ounce can pineapple juice, chilled
1 10-ounce package frozen raspberries, thawed
2 16-ounce bottles low-calorie lemon-lime carbonated beverage, chilled
Mint sprigs

Procedure:
In blender container combine pineapple juice, berries, and ½ cup water. Blend on medium speed till berries are puréed; strain. Pour mixture into pitcher. Gradually pour carbonated beverage down side of pitcher, stirring with an up-and-down motion. Serve over ice. Garnish with mint sprigs. Makes 10 servings.

31. Orange-Pineapple Frost
48 calories/serving

Materials Needed:
1 6-ounce can frozen pineapple-orange juice concentrate, thawed
6 cups finely crushed ice

Procedure:
Place thawed concentrate in chilled blender. Add ice, 1 cup at a time, blending well after each addition. Stop blender several times and push ice down with rubber spatula. Serve in tall glasses with straws and spoons. Serves 6.

32. Limeade Slush
41 calories/serving

Materials Needed:
2 16-ounce bottles low-calorie lemon-lime carbonated beverage
1 6-ounce can frozen limeade concentrate, thawed
Mint sprigs

Procedure:

Pour carbonated beverage into freezer trays or shallow pan; freeze firm. Break into chunks and crush. Pour thawed limeade concentrate into blender container; add frozen crushed beverage 1 cup at a time, blending well after each addition. Stop blender several times and push ice down with rubber spatula. Spoon into glasses. Garnish with mint sprigs. Makes 8 servings.

33. Try to minimize the eating of junk foods in school. Substitute fruit juices, fresh or dried fruits, raw vegetables, etc.

34. Keep the parents and guardians of your students informed of your class weight control activities. Try to encourage their support at home.

35. Exercise

Daily exercise can aid in the reduction of hunger, helps to burn up energy in the form of calories, and can result in the improvement of physical condition.
Encourage your students to experiment with a variety of healthful exercises including sports, walking, and callsthenics.
A Note of Caution: A doctor's approval should be obtained before embarking on an exercise program.
The chart below was provided by the Public Health Nutrition Services in Concord, New Hampshire.

Exercise and Waist Control

Activities	Time to Use 100 Calories
Jogging	10 min.
Skiing	13 min.
Canoeing	15 min.
Bicycling	15 min.
Bowling	17 min.
Dancing	17 min.
Table Tennis	20 min.
Gardening	24 min.
Golfing	24 min.
Walking Moderately Fast	24 min.
Floor Mopping	30 min.
Fishing	40 min.
Motorcycling	45 min.
Ironing	60 min.
Dishwashing	1½ hr.
Watching Television	2 hrs.
Driving Auto	2 hrs.

36. The following are a sampling of exercises designed to firm up various parts of the body:

For The Waist

A. Knee Lifts
Starting position: Lie on back with knees slightly bent, feet on floor and arms at sides.
Action: Count 1- Bring one knee as close as possible to chest, keeping hands on floor. Count 2- Extend leg straight up. Count 3- Bend knee and return to chest. Count 4- Return to starting position. Repeat 5-10 times, alternating legs during exercise. The double knee lift is done in the same manner, raising both legs at the same time. Do 5-10 repetitions.

B. Crossover
Starting position: Lie on back, arms extended sideward, palms down.
Action: Count 1- Raise right leg to vertical position and move slowly to left until almost touching floor. Count 2- Return to starting position. Counts 3 and 4- Same action to other side. Do 5-10 repetitions.

For Hips and Thighs

A. Cheerleader
Starting position: Kneel on floor, back straight, hands on hips.
Action: Count 1- Bend backward as far as possible, keeping knees on floor and body straight. Count 2- Return to starting position. Repeat 10-15 times.

B. Bicycle
Starting position: Lie on back with hips and legs supported by hands.
Action: Simulate bicycle pumping action with legs. Pump 50-100 times.

C. Ballet Stretch
Starting Position: Stand erect with left hand resting on back of chair for support.
Action: Count 1- Raise right leg sideward as high as possible. Count 2- Return to starting position. Count 3- Swing right leg forward as high as possible. Count 4- Return to starting position. Count 5- Swing right leg back as high as possible. Count 6- Return to starting position. Do 5-10 repetitions, then repeat exercise with left leg.

D. Two-Way Stretch
Starting position: Kneel with hands on floor, back straight.
Action: Count 1- Arch back, bend head down and bring left knee as close as possible to chin. Count 2- Lift head high and extend left leg as far backward and up as possible. Repeat 6-10 times with each leg.

For Calves and Ankles

A. Rocker
Starting position: Stand erect, feet together, hands on hips.
Action: Count 1- Rock back on heels, keeping legs straight and

raising toes off floor. Count 2- Rock forward on toes, lifting heels off floor. Repeat 10-20 times.

B. Hop.
Starting position: Stand erect, feet close together, hands on hips.
Action: Hop lightly on both feet 50 times, on the right foot 25 times, on the left foot 25 times, on both feet 50 times.

C. Stemwinder
Starting position: Stand erect, left foot lifted clear of floor.
Action: Rotate left foot in small circles 20 times. Repeat with right foot.

Activities for G. Foods and Non Foods

Although most of our students will not be living independently, there will inevitably be times when they are left alone. It is imperative that they recognize the difference between edible foods and harmful non-foods.

Here are some activities to help accomplish that goal.

1) Show actual household items with POISON, DANGER, CAUTION on the labels. Explain that these words as well as skull and crossbones and "Mr. Yuk" mean "Don't eat. Don't drink. Hurts. Makes you sick."

2) Use suggested stages for teaching sight words in A 4.0 to teach DANGER, POISON, CAUTION.

3) Using an assortment of actual cleaning supplies and drinking containers that look similar, such as soda cans, bottles, milk jugs, and containers, have students sort items into groups according to whether they can be consumed or they are POISON.

4) Draw the "Mr. Yuk" symbol or use "Mr. Yuk" illustration. Have students cut them out and glue on oaktag. Fasten circle of masking tape to back. Using assortment in number 3, have students affix "Mr. Yuk" symbols to the appropriate containers. The same activity can be done with the skull and crossbones symbol.

5) Play a game, similar to hop scotch. Some squares are marked "DANGER". Student must remember never to go near the DANGER sign and jump over it.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for H. Drugs

Learning to distinguish between foods, non-foods, and drugs is a vitally important skill. Students must be taught safety precautions and proper behavior when they come in contact with medicines.

It is important to read the label on drug containers. This label usually states the name of the drug and the dosage. Drug safety requires the careful following of label directions.

It is also vitally important that students be taught not to accept any food or drugs from strangers, and not to take any medicine without proper supervision. Students should be taught that improper use of drugs can lead to serious illness.

1. Teacher brings examples of medicines to class (include pills, capsules, liquids, ointment, as well as their containers). Students label and discuss safety habits regarding the use and handling of medicines.

2. Under teacher supervision, students sort medicines and foods into proper categories. Emphasize drug safety precautions.

3. Students look in magazines for pictures of different medicines. These can be pasted on colored paper to make booklets or collages.

4. Invite the school nurse to speak about safety with drugs to your class.

5. Read Katy's Coloring Book about Drugs and Health with your class. This booklet was designed by the United States Department of Justice, Bureau of Narcotics and Dangerous Drugs, and is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for I. Dental Health

The following are basic dental health concepts:

A. We need healthy teeth because they are necessary for chewing food, teeth affect speech, teeth give shape to our mouth and affect our appearance.

B. A variety of foods from the four basic food groups should be included in our daily diets.

C. The following fresh fruits and vegetables are called "detergent foods" by the American Dental Association. These help to clean our teeth when eaten raw. Here are some examples:

Apples	Peaches
Melons	Nectarines
Grapes	Plums
Oranges	Cherries
Tangerines	Apricots
Grapefruit	Berries
Carrots	Radishes
Tomatoes	Broccoli
Spinach	Cauliflower
Onions	Zucchini
Turnips	Celery
Cucumbers	Green Pepper
All salad greens	Lettuce

Please note that eating detergent foods is NOT an equal substitute for toothbrushing. Toothbrushing remains a more effective and necessary means of tooth cleaning.

D. Sweets can cause decay. It is important to brush soon after they are eaten.

E. Toothbrushing and flossing are important daily habits.

F. Unhealthful objects should be kept out of the mouth.

G. The dentist helps to care for our teeth and should be visited regularly.

1. Encourage students to look in their mouths after eating to see if any food has been left on the teeth. If available, disclosing tablets can be used.

2. Teacher demonstrates the proper toothbrushing routine using a tooth model

2. (con't) if available.

3. Students learning to brush can practice toothbrushing after lunch or snacks. This can be a regular part of the daily class routine.

4. If possible, take a field trip to a dentist's office. The dentist can demonstrate dental care, as well as equipment and tools commonly used.

5. Teacher demonstrates ways of cleaning teeth when it is impossible to brush. Eg. rinse mouth with water, eat detergent foods.

6. Keep a daily toothbrushing record for each student.

7. Look for pictures of foods that are good for teeth and foods that are not.

8. Look for pictures of foods that help to clean teeth. (detergent foods)

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for J. Buying Our Food

In order to purchase foods, students must learn where they are available (specialty shops), or the aisle in which they can be found in supermarkets.

1) Set up a simulated supermarket in the classroom. Discuss aisles and departments. You may wish to start with only 2 aisles or departments. Provide students with shopping lists. Direct them to find food on shelf and pay at cashier.

2) Take field trips to the supermarket. Investigate the various departments. What foods are found in them?

3) Make collages, mobiles, posters, of all foods found in specific aisle or department.

4) Using pictures of several departments in the supermarket, have students categorize illustrations by the supermarket department in which they are found.

5) Using pictures of various specialty shops, such as bakery, butcher, produce market, student categorizes pictures of items found in each. This activity can be done using sight words as well.

6) Make mobiles,collages, posters of foods found in specialty shops.

7) While visiting the supermarket or in simulated supermarket, have students note different sizes of containers for the same products. Which ones are the same? Which one is small, medium, large?

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for K. Food Hygiene and Storage

Food stored improperly or for too long a period can become stale, dried out, and moldy. Such food can also develop bacteria and thus become a health danger. Salmonella infection alone is estimated to affect over a million Americans each year. This incidence suggests that many people do not know enough about the prevention of foodborne illness.

Unwashed hands can transmit bacteria to food. Other bacteria that can cause food illness live on the skin and in the nose and throat. They are transmitted by coughing and sneezing or by merely touching foods.

The following foodborne illnesses are the most common ones in the United States:

Salmonella - salmonella organisms occur most frequently on raw meats, poultry, and eggs. They multiply at temperatures between 45 degrees and 114 degrees F. To prevent illness:

1. Use hot, soapy water to wash hands, utensils, counter tops, and cutting boards that have been in contact with raw meats, poultry, and eggs.
2. Do not stuff poultry until just before cooking. Avoid undercooking.
3. Do not thaw meats and poultry at room temperatures. If necessary you may use cool, running water.
4. Refrigerate leftovers promptly.
5. Use clean eggs without cracked shells.

Staphylococcus - these organisms are frequently found in the nose and throat, on the hair and skin, and in skin infections. To prevent illness:

1. Do not keep ham, cream-filled pastries, custard, egg dishes, gravies, stuffing, meat and poultry dishes at room temperatures.
2. Clean hands before food preparation.
3. A person with a skin infection or infectious disease should not prepare food.

Clostridium Perfringens - occur in soil and in the gastrointestinal tract of man and animals. Spores are commonly found in foods especially raw meats and poultry. To prevent illness:

1. Wash hands before food preparation and after handling raw foods.
2. Refrigerate cooked foods immediately and heat leftovers thoroughly.

Botulism - this toxin can be found in improperly canned, low acid foods and is destroyed by boiling the food for 10 to 20 minutes. Botulism is the most serious form of food illness. Symptoms include double vision, inability to swallow, speech difficulty, and progressive respiratory paralysis. To prevent illness:

1. Use only the pressure-canner method of canning vegetables, meats, and poultry.
2. Throw out foods with bad odors.
3. Discard food from cans that leak or bulge.

Final tips:

1. Don't buy foods above the frostline in store freezers.
2. Refrigerate perishables promptly.
3. Follow label directions for storing and preparing packaged and frozen foods.
4. Cooked foods should be refrigerated promptly if not served.
5. Cook in a clean kitchen and with clean utensils.

(The preceding information was obtained from the pamphlet foodborne Illness and can be obtained from the American Medical Association)

1. Perform simple classroom food experiments. Leave a slice of bread, uncooked hamburger meat, and a glass of milk out in room temperature for several days. Keep a record of the physical changes that occur. Encourage students to note their smell, color, and texture. Emphasize that these foods are spoiled and should not be eaten. For contrast, bread, hamburger, and milk can be stored in a refrigerator for the same time period. Note differences in appearance and smell.

2. Tour your school cafeteria kitchen. Look at the ways that food is stored to maintain freshness.

3. Fill jars with spoiled and unspoiled foods. Have students sort into proper categories.

4. Prepare fresh fruits and vegetables in class. Emphasize the necessity for washing these before eating.

5. Play the "Refrigerator Game". Given an assortment of foods, the students sort into two groups: those that require refrigeration and those that don't.

6. In classroom food preparation and storage emphasize the safety procedures outlined at the beginning of this section.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for L. Personal Health Habits and Our Food

This unit is designed to foster good health habits and acceptable social habits in the areas of food preparation and dining. The task analysis for hand washing is provided. Even after a child has mastered this skill, it must be re-evaluated periodically to assure that the task is being completed satisfactorily without any steps being omitted. Socially unacceptable table manners can be extinguished. Methods used would necessarily depend on the age and functioning level of the student. Perhaps a simple reminder would be sufficient. On the other hand, a consistent, systematic approach using positive reinforcements may be necessary.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

The following sections are designed to complement the preceding curriculum areas and serve to broaden the students' knowledge of food and nutrition. These sections add a depth of understanding and can be used at any time after the student masters basic food identification.

Activities for: M - Sensory Identification of Foods - Enrichment

Activities:

1. Have snack tasting parties for each of the 4 food groups. Survey textures, colors, shapes, flavors. Have students pick their favorites. Keep log of foods tasted and favorites. Make recipe book of each students' favorites.
2. Blindfold each student and have them taste something sweet, sour, salty. Student must say whether food is sweet, sour, or salty, and name the food.
3. Put pieces of sweet, sour, salty foods in sealed plastic baggies. Give one to each student. When teacher calls out "sweet", all students with something sweet hold up their baggies, etc.
4. Put things of various textures in a tactile box. Have students classify them smooth, rough, soft, hard and guess what they are.
5. Prepare two sets of jars with various herbs, spices. Have student smell one and find the jar that smells the same.
6. Blindfold students and have them identify various foods by taste, smell, and put in appropriate food group.
7. Blindfolded, have students discriminate sounds, such as corn popping, bacon sizzling, celery or carrot being crunched in someone's mouth. Name the food group that the food they hear comes from.
8. Point out the difference in textures by asking questions of students, such as "What do you have on your plate that's crunchy and orange?"
9. Taste the same food that has been prepared in a variety of ways. Note the differences in taste, shape, texture, color. eg.
   Potatoes - mashed, baked, french fried, scalloped, in soup, etc.
   Eggs - scrambled, fried, hard boiled, in custard, soft boiled, poached.
10. Have 3 different citrus fruits and one other fruit, such as a pear, for snack or dessert. Peel the fruits. Note citrus have sections. Which ones have more juice? How do they taste?
11. Crack nuts to be used for salad, cookies, brownies. Note texture of shells, nuts.
12. Compare the texture, taste, and appearance of crisp, dry cereal, and cooked cereal.
13. Introduce foods such as fresh pineapple, cocoanut. Note texture of outside or shell. Demonstrate how to remove shell from a fresh cocoanut. Puncture the eyes of the cocoanut with an ice pick. Drain the milk. Heat the cocoanut in a 350° oven for 30 minutes to loosen the meat. Hit the cocoanut with a hammer to break the shell. Remove the shell from the cocoanut meat. Remove the skin with a vegetable peeler. Let the children taste the meat. Chunks of fresh cocoanut can be put in a blender or grated. Mix fresh cocoanut with orange segments or fresh pineapple for a tasty snack.

TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

Activities for N. The Origins and Importance of Food (Enrichment)

Vegetables

1. Plant bean, radish or parsley seeds in pots. These can be kept in a sunny location. A picture calendar can be kept for the plant growth period. Each day the students examine the pot and paste the appropriate picture on the calendar (eg. pictures of pots without plants, pots with a green stem, pots with a stem and leaves, etc.).

2. During the plant growth project (#1) have the students draw pictures of plants at various stages: when first planted, starting to grow, full grown. These can be kept and made into a booklet.

3. Plant an outdoor vegetable garden including carrots, beets, radishes, and potatoes.

4. Visit a local farm.

5. Color and cut out vegetable pictures. Distribute two tone background paper (blue for the sky and brown for the earth). Direct students to paste the vegetables on the appropriate area according to whether they grow above ground or below ground.

6. Look for vegetable pictures in magazines and categorize them according to whether they grow above or below ground. These can be made into collages or scrapbooks.

Vegetable Stems

7. Go for an outdoor walk to look for plants and their stems. Discuss the stems. What is a stem? (Acceptable: the plant part between the roots and leaves). What are stems for? (Acceptable: stems carry food to all parts of the plant and also support plants).

8. Experiment: Place a celery stalk upright in a glass of water. Add food coloring to the water and observe the changes that take place as the liquid moves up through the stem. This experiment can be used to demonstrate one of the functions of a stem - carrying food to all parts of the plant.

9. Which stems do we eat? Pass examples of edible stems around for the students to examine. Include celery, asparagus, and mushrooms. Talk about the shapes of the stems and discuss the importance of vegetables for our daily diet.

10. Prepare stuffed celery sticks. Stuff with peanut butter or cream cheese for a delicious snack.

11. Make a celery car by attaching round carrot slices for wheels with toothpicks and fill with cheese and raisins.

12. Make celery curls by splitting both ends (almost to the center) in narrow strips. Put in ice water to curl ends.

Vegetable Leaves

13. Discuss: What are leaves? Go for an outdoor walk to find different types of leaves. Collect and paste on colored paper. Use additional leaves to make leaf prints using construction paper, paint, and leaves of various sizes.

14. Discuss notion that some leaves are good to eat. Bring examples to class. Pass around parsley, cabbage, lettuce, brussel sprouts, and spinach. Investigate their taste, smell, color, texture, and size. Note that some vegetable leaves can be eaten raw and some are cooked.

15. Prepare a fresh lettuce, cabbage, and spinach salad. This can be a good opportunity to reinforce the idea that raw vegetables should be washed before eating or cooking.

16. Discuss the importance of vegetables for our daily diet (Acceptable: they provide necessary vitamins, help to keep us healthy and give us energy).

Fruits

17. Bring in fruits and pictures of fruits. Discuss how each grow. Trace and cut out trees, bushes, and vines. Paste on mural size paper. Students then cut out and color pictures of a variety of fruits. Place each fruit on the appropriate spot of the mural.

18. Take a field trip to a local orchard.

19. Make raisins (recipe is listed in "Foods Come in Various Forms" section).

20. Investigate citrus fruits (oranges, tangerines, limes, lemons, kumquats, quince, grapefruit, tangelos). Bring in different citrus fruits to be examined by the students. Look for similarities and differences of size, skin texture, inside appearance, taste, and smell.

21. Discuss the importance of having citrus fruits in our daily diet. They contain Vitamin C which helps to keep us from getting sick, repair broken bones, and heal wounds.

22. Orange Milk Shake

Materials Needed:
- 1 cup orange juice
- 1 1/2 cups powdered milk
- 3 cups water
- 3 or 4 ice cubes

Procedure:

Add water to milk, mix in orange juice and ice cubes.

23. Lemon-Orange Marmalade

Materials Needed:

5 lemons
3 oranges
1 cup water
1/4 teaspoon baking soda
3 cups mild flavored California honey
3 ounces liquid pectin

Procedure:

Remove the fruit peels. Scrape off half of the white pulp and discard. Cut peels into very thin slices. In a 5-quart saucepan, combine sliced peels, water and baking soda. Bring mixture to a boil. Reduce heat, cover and simmer for 10 minutes. Stir occasionally. Chop peeled fruit and add pulp and juice to cooked peel. Bring to a boil and simmer, covered, for 20 minutes. Remove from heat. Drain juice from fruit and measure 4 cups of fruit mixture. In a 5 quart saucepan, combine fruit with honey. Bring to a boil. Boil hard for 5 minutes stirring frequently. Remove from heat. Stir in the pectin. Skim off foam. Ladle into hot sterilized jars and seal. Makes seven 1/2 pint jars.

24. Read:

My Friend the Cow by Lois Lenski.
Milk For You by G. Warren Schloat
Green Grass and White Milk by ALIKI.

25. Take a field trip to a dairy farm and dairy plant.

26. Send for dairy farm materials from your local Dairy Council.

Make a variety of dairy products: pot cheese, cottage cheese, yogurt, butter, buttermilk, and ice cream. The following recipes (activities 27 through 31) were taken from Creative Food Experiences For Children by Mary T. Goodwin and Gerry Pollen.

27. Let Us Make Butter and Buttermilk

Materials Needed:

Rotary egg beater
Bowl or pint jar with a tightly fitted lid
Small wooden spoon
Measuring cup
Measuring spoon
Knife
Toothpicks for tasting butter
Small paper cups for testing buttermilk
Whipping cream (30% butterfat) - 1/2 pint cream makes 1/3 cup butter
Salt

27. Let Us Make Butter and Buttermilk (con't)

Procedure:

1) Allow cream to come to room temperature. Measure cream and put into container (half full). Beat or shake until lumps of butter form throughout the cream. Everyone will have a turn to beat or shake since 20 to 30 minutes are required to make butter. Pour off the buttermilk. Chill buttermilk. Put butter in a small bowl. Work remaining buttermilk out of butter with wooden spoon. Wash butter several times with cold water. Taste the butter. Add 1/4 teaspoon salt. Taste again.

2) Discuss changes in the cream form: liquid to solid and to a new liquid.
   Taste: butter without salt tastes sweet
   butter with salt tastes salty
   buttermilk tastes tart
   Color: cream-color to yellow in the butter
   white in the buttermilk

28. Let's Make Yogurt

Materials Needed:

First day:
Crock or earthenware bowl (1½ quart size)
Measuring spoon
Stirring spoon
Saucepan
Thermometer (optional)
Milk - 1 quart
Culture - 4 tablespoons plain yogurt (use brand without additives)

Second day:
Small cups and spoons for everyone present
Honey and/or fruit

Procedure:

1) Heat milk until warm but not boiling (110 degrees F)
Pour into crock or earthenware bowl.
Cool until a little warmer than lukewarm.
Add yogurt (which should be at room temperature)
Stir gently until well blended.
Cover bowl with a warm blanket.
Let stand for at least 5 hours or overnight at room temperature.
Place in refrigerator.
The next day taste yogurt plain. Encourage children to try more yogurt with fruit or honey.

2) Discuss the change in form from a liquid to a solid.
   Taste: Sweet to sour
   Consistency: Thin to thick

29. Let's Make Cottage Cheese

Materials Needed:

Collecting bowl or container - 4 quart capacity
Double boiler - 4 quart capacity
Draining cloth (cheesecloth)
Junket tablets or liquid rennet
Pastuerized skim milk, 1 gallon
Salt
Saltines or graham crackers
Thermometer

Procedure:

1) Heat water to 80 degrees F. in the bottom part of the double boiler.
2) Pour the skim milk into the top part of the double boiler.
3) Dilute 2 or 3 drops of liquid rennet in a tablespoon of cold water and stir it into the milk. If rennet is not available, add 1/8 of a junket tablet to a tablespoon of water and add it to the milk.
4) Allow the milk to remain at 80 degrees F. until it curdles - in about 12 to 18 hours. The milk may be placed in a warm oven overnight.
5) Place the curd in a drain cloth over a container to drain the whey. Occasionally, pour out the whey that collects in the container so that the draining can continue. In 15 to 20 minutes, the curd will become mushy and will drain more slowly. When it is almost firm and the whey has nearly ceased to flow, the cheese is ready for salting and eating.
6) Salt the cheese to taste.
7) Have the children spread the cheese on crackers and taste it.

30) Let's Make Pot Cheese

Materials Needed:

Unbleached muslin or doubled cheesecloth - ½ yard
Strong string about 1 yard long
1 quart yogurt
Any of the variations below

Procedure:

1) Make a bag with muslin or cheesecloth.
Hem top, draw string through hem.
Place about 1 quart yogurt in bag.
Hang bag by tying to a faucet, or hook over sink.
Let the whey drip into sink or large bowl overnight.
Remove cheese from the bag.
Taste the cheese and the whey.

2) Try some of the following variations:

salt, pepper	garlic
chopped dill	paprika
chopped parsley	caraway seed
chopped nuts	chopped green pepper

31) Let's Make Ice Cream

Please note: Ice cream is not equivalent in nutrients when compared to milk. One hundred calories of milk has significantly more nutrients than one hundred calories of ice cream. This is due to the much higher fat and sugar content which is found in ice cream.

Materials Needed:

Ice Cream #1
- Freezer
- Bowl
- Measuring cup
- Crushed ice - 6 qts.
- Coarse rock salt, 1½ cups
- 3 eggs
- 2 cups brown sugar
- 1 teaspoon salt
- 2 15-ounce cans evaporated milk
- 2 qts. milk
- 2 teaspoons vanilla

Ice cream #2
- 2 pans that fit inside each other, or 2 metal bowls that nest inside each other
- Metal spoon
- Crushed ice - 4 qts.
- Rock salt
- 3 eggs
- 2 cups brown sugar
- 1 teaspoon salt
- 2 15-ounce cans evaporated milk
- 2 teaspoons vanilla

Procedure: Ice Cream #1

1) Break eggs. How do they look, feel, taste, smell?
2) Beat eggs. Beat in sugar and salt.
3) Stir in the vanilla and milk.
4) Pour into a gallon-size freezer cannister.
5) Pack freezer with crushed ice and add coarse salt to ice, alternating ice and salt in about three layers.
6) Make ice cream by turning the handle slowly at first, then more rapidly.
7) As ice settles or melts, add more ice and salt.
8) The ice cream should be ready in 15 to 25 minutes. Because the ice cream may be soft, you may want to freeze it before serving.

Ice Cream #2

1) Ice cream may also be made by using a large pan of ice, sprinkled with coarse salt.
2) Beat eggs.
3) Beat in sugar and salt.
4) Stir in milk and vanilla.
5) Put a small amount at a time of this mixture into the second pan.
6) Place the second pan on top of the ice.
7) Stir as the ice cream mixture freezes.
8) This will make soft ice cream. The soft ice cream may be served as is, or frozen hard by putting into a freezer.

Grains and Cereals

Make a variety of grain and cereal products including bread and muffins. The following recipes were taken from Creative Food Experiences For Children by Mary T. Goodwin and Gerry Pollen.

32) Let Us Make Bread

Materials Needed:

Whole wheat flour - 3 cups
Enriched white flour - 3 cups
Milk - 1 cup
Yeast - 1 package
Brown sugar or molasses - ¼ cup
Salt - 2 teaspoons
Boiling water - ½ cup
Large mixing bowl
Measuring spoons and cups
Wooden spoon
Saucepan
Cup
Medium mixing bowl
Baking sheet
Tube pan, round with hole in center

Procedure:

1) Have the children wash their hands very carefully.
2) Use the numbers and quantities for math concepts if appropriate. Put in mixing bowl:
   1 package of yeast
   ¼ cup lukewarm water
   Let stand for 5 minutes.
3) Put in a separate bowl: 1 cup milk, ½ cup boiling water, ¼ cup molasses or sugar, 2 teaspoons salt
4) Mix well, cool to lukewarm.
5) Add yeast to mixture.
6) Stir in: 3 cups flour, stir with heavy spoon or mix with hands. If sticky, add a little more whole wheat flour.
7) Knead until smooth.
8) Let rise to double bulk (about 1 hour).
9) Shape into loaves, rolls or imaginative shapes.
10) Variation: Have each child shape the dough in round balls the size of walnuts. Fill the tube pan two-thirds full with the balls. Proceed as for bread.
11) Decorate with seeds, nuts, or dried fruits.
12) Place in greased tins.
13) Let rise to double in bulk (about 50 minutes).
14) Bake loaves about 50 minutes, rolls about 20-30 minutes at 375 degrees F.
15) Remove bread from pan and cool on a rack.

33) English Muffins

250

Procedure: Use bread dough that is ready to be shaped. Remove dough the size of an egg and pat into rounds about 1/3 inch thick on a well

33) English Muffins (con't)

floured surface. Cover and let rise to double in bulk. Lift muffins on to a hot, lightly greased griddle with a spatula, very gently or they will fall. Fry slowly for 15 minutes, turn and fry for 15 minutes on the other side. Eat them hot with your favorite spread or tear apart with a fork. Toast and serve with cheese. .

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TEACHER ADDITIONS, COMMENTS AND EVALUATIONS

China

1. Egg Flower Soup (recipe taken from Many Hands Cooking by Terry Touff and Marilyn Ratner)

Materials Needed:
1 tablespoon cornstarch
2 tablespoons cold water
1 egg
3 cups clear canned chicken broth
1 teaspoon salt
1 teaspoon chopped scallion or parsley (optional)
measuring spoons
2 small bowls
fork
medium saucepan
mixing spoon
soup bowls

Procedure:

1) Put the cornstarch into one of the small bowls and gradually add the water, stirring it with the fork until you no longer see any lumps.

2) Break the egg into the other small bowl and beat it with the fork.

3) Pour the broth into the saucepan. Bring it to a boil over high heat.

4) Add the salt.

5) Give the cornstarch-and-water mixture a quick stir with the fork. Add it to the soup.

6) Stir the soup with the spoon until it thickens and becomes clear-about one minute.

7) Slowly pour the beaten egg into the soup. The egg will cook in the hot soup and form shreds.

8) When all the egg has been added, stir once. Turn off heat.

9) Pour the soup into four soup bowls. Top the soup with the chopped scallion or parsley for decoration.

The following recipes (activities 2 through 5) were taken from Better Homes and Gardens Meals with a Foreign Flair.

2) Sweet-Sour Pork

Materials Needed:
- 1½ pounds lean pork shoulder, cut in 2x½-inch strips
- 1 No. 2 can (2½ cups) pineapple chunks
- ¼ cup brown sugar
- 2 tablespoons cornstarch
- ¼ cup vinegar
- 2 to 3 tablespoons soy sauce
- ½ teaspoon salt
- 1 small green pepper, cut in strips
- ¼ cup thinly sliced onion

Procedure:

Brown pork in small amount hot fat. Add ½ cup water; cover and simmer (do not boil) till tender, about one hour.

Drain pineapple, reserving syrup. Combine sugar and cornstarch; add pineapple syrup, vinegar, soy sauce, and salt. Add to pork; cook and stir till gravy thickens.

Add pineapple, green pepper, and onion. Cook 2 or 3 minutes. Serve over hot fluffy rice and pass extra soy sauce.

Serves 7.

3) Yellow Rice

Materials Needed:
- 1 teaspoon salt
- 15 grains saffron
- 1 cup uncooked rice
- curry

Procedure:

To 2 cups boiling water, add 1 teaspoon salt and 15 grains saffron. Stir in 1 cup uncooked rice. Return to boil, cover, and cook over low heat till tender, about 25 minutes. Makes 3 cups. Serve with curry.

4) Ginger Fruit Oriental

Materials Needed:
- 1 1-pound can sliced peaches, drained
- 1 cup orange juice
- 2 teaspoons finely chopped candied ginger
- 2 bananas

Procedure:

Combine peach slices, orange juice, and candied ginger. Chill several hours to blend flavors.

4) Ginger Fruit Oriental (con't)

Peel bananas and run fork down sides to flute. Slice on bias. Add to peach mixture. Heap in serving dishes.

5) Chinese Almond Cookies

Materials Needed:

2 3/4 sifted all-purpose flour
1 cup sugar
½ teaspoon soda
½ teaspoon salt
1 cup butter, margarine, or lard
1 slightly beaten egg
1 teaspoon almond extract
1/3 cup whole blanched almonds, halved

Procedure:

Sift dry ingredients together into bowl. Cut in butter till mixture resembles corn meal. Add egg and almond extract; mix well. Gather up with fingers; form into ball.

Roll to slightly less than ¼ inch; cut with 2-inch round cutter. Place on ungreased cooky sheet about 2 inches apart (or form in 1-inch balls); flatten on cooky sheet with bottom of floured tumbler). Place an almond half atop each cooky. Bake at 325 degrees for 15 to 20 minutes. Makes 50.

Italy

6) Spaghetti and Meatballs (recipe taken from Better Homes and Gardens New Cook Book)

Materials Needed:

3/4 cup chopped onion
1 clove garlic, minced
3 tablespoons salad oil
2 1-pound cans (4 cups) tomatoes, cut up
2 6-ounce cans tomato paste
2 cups water
1 teaspoon sugar
1½ teaspoons salt
¼ teaspoon pepper
1½ teaspoons dried oregano, crushed
1 bay leaf
Italian Meatballs - recipe to follow
Hot cooked spaghetti - recipe to follow

Procedure:

Cook onion and garlic in oil till tender but not brown. Stir in next 8 ingredients. Simmer uncovered 30 minutes; remove bay leaf. Add meatballs. Loosely cover and cook 30 minutes. Serve over spaghetti. Serves 8.

Italian Meatballs

Materials Needed:
4 bread slices
2 eggs
1 pound ground beef
¼ cup grated Parmesan cheese
2 tablespoons snipped parsley
1 teaspoon salt
¼ teaspoon dried oregano, crushed
dash pepper

Procedure:

Soak bread slices in ½ cup water 2 to 3 minutes; add eggs and mix well. Mix with 1 pound ground beef, grated Parmesan cheese, snipped parsley, salt, dried oregano, and dash pepper.

With wet hands, form meat mixture into small balls (about 24). Brown slowly in 2 tablespoons hot salad oil. Add meatballs to sauce, simmer loosely covered for 30 minutes as directed for Spaghetti and Meatballs.

How to cook spaghetti:

A large pan filled with plenty of water is important to cook any pasta. Three quarts of water is the minimum for cooking 8 ounces of pasta. To season, add 1 teaspoon salt for each quart of water. The addition of a teaspoon of salad oil to the water helps prevent pasta from sticking together and water from boiling over.

When water boils vigorously, add pasta. Don't cover. Keep water boiling; stir at the start to prevent sticking. Cook till tender, but still firm. Drain at once. One pound spaghetti serves 6 to 8.

7) Italian Green Salad

Materials Needed:
1 head romaine
1 bunch leaf lettuce
2 tomatoes, cut in wedges
¼ cup celery slices
¼ cup diced green pepper
¼ cup radish slices
¼ cup sliced green onion
3 tablespoons salad oil
2 tablespoons tarragon vinegar
2 tablespoons chopped parsley
¼ teaspoon salt
Dash fresh-ground pepper
½ teaspoon whole basil

7) Italian Green Salad (con't)

Procedure:

Tear greens in bite=size pieces in a bowl; arrange vegetables and anchovies over lettuce. Sprinkle with remaining ingredients. Toss lightly. Makes 6 to 8 servings.

8) Almond Macaroons Amaretti

Materials Needed:
1 cup almond paste (8-ounce package or can)
3 egg whites
1 cup sugar
½ cup flour
pinch of salt
sugar
baking sheets
aluminum foil
measuring cups
2 mixing bowls
wooden spoon
cup
egg beater or wire wisk
sifter
waxed paper
wire rack

Procedure:

Preheat oven at 300 degrees. Cut off a piece of aluminum foil long enough to cover the bottom of baking sheet. Lay it smoothly in the baking sheet. Do the same with other baking sheet or sheets.

Put almond paste in a mixing bowl, and with your hands or a wooden spoon break it up and work it until it is smooth and soft.

Separate the eggs. Put the yolks in a cup and save for another use. Put the whites in a mixing bowl and beat them lightly with an egg beater or wire whisk until they just begin to get foamy. Add the egg whites to the almond paste and blend thoroughly. Gradually add 1 cup sugar and mix well.

Drop by teaspoonfuls onto the foil-lined baking sheets, making shallow mounds about 1 inch in diameter. Sprinkle lightly with sugar. Bake about 20 minutes. Remove from oven and foil-lined baking sheets, and cool on wire rack.

Makes about 2½ dozen.

9) Mexican Enchiladas (Recipe taken from Creative Food Experiences For Children by Mary T. Goodwin and Gerry Pollen)

Dip Tortillas (below) into melted fat; then dip into Enchiladas Sauce (below). Place large spoonful of Tortilla Filling (below) on each and roll up. Arrange in serving dish or baking dish. Cover with hot sauce and sprinkle with remaining filling. Serve at once or reheat before serving at 375 degrees. 6 servings.

Tortillas

Materials Needed:
- 1 cup flour, enriched
- ½ cup corn meal
- ¼ teaspoon salt
- 1 egg
- 1½ cups cold water

Procedure:

Combine ingredients in bowl. Beat with rotary beater until smooth. Spoon 3 tablespoons of batter on a moderately hot ungreased griddle to make a very thin 6" pancake. Turn tortillas when edges begin to look dry, not brown. Cook other side; keep warm in covered pan. Makes 12 Tortillas.

Tortilla Filling

Materials Needed:
- 2 cups grated sharp Cheddar Cheese
- 1 cup minced onion
- 1 cup mashed, cooked beans
- ½ teaspoon salt

Procedure:

Mix ingredients thoroughly.

Enchiladas Sauce:

Materials Needed:
- 2 tablespoons minced onion
- 2 tablespoons corn oil
- 1 tablespoon flour, enriched
- 1 can (1 pound 4 ounces) tomatoes, drained
- 2 teaspoons chili powder
- 1 teaspoon salt
- ¼ teaspoon Tabasco

Procedure:

Brown onion in hot oil. Stir in flour. Then stir in rest of ingredients. Add about ½ cup tomato juice (drained from tomatoes) to make a sauce of medium thickness. Let simmer until thickened.

Note: Enchiladas fit well in an 11" x 7½" x 1½" baking dish or 13" x 9½" x 2" pan. They may be kept hot in the oven for some time if covered with aluminum foil.

10) Cheese Cookies - Tapabocas (Recipe taken from The International Cookie Jar Cookbook by Anita Borghese)

Materials Needed:
- 2 cups flour
- ¼ cup sugar
- ½ cup (1 stick) butter or margarine
- ½ cup coarsely grated Muenster or Monterey Jack cheese
- 1 egg
- 3 tablespoons sherry wine
- baking sheets
- mixing bowl
- sifter
- measuring cups and spoons
- table knife
- grater
- small bowl
- egg beater or wire whisk
- cooking spoon
- spatula or pancake turner
- wire rack

Procedure:

Preheat oven at 350 degrees. Grease baking sheets. Into a mixing bowl sift together the flour and sugar. Cut the butter or margarine into small pieces and add it to the flour mixture. Grate the cheese and pack it loosely into measuring cup to ½ cup mark. Add to the flour mixture. Toss the ingredients in the bowl with your fingers and rub them together until they are all crumbly and well blended.

In a small bowl break the egg, and beat it lightly with egg beater or wire whisk. Mix in the sherry wine. Add to the flour mixture and mix well with a spoon or with your hands.

Take small pieces of dough, about a teaspoon at a time, and shape into balls between the palms of your hands. Arrange on baking sheets. Press cookies gently with the palm of your hand to flatten a little. Bake 12 to 13 minutes until lightly browned. Remove from oven and baking sheets, and cool on wire rack. Makes about 4 dozen.

Japan

11) Beef Sukiyaki (Recipe taken from HI Neighbor Bk. 2, UNICEF)

Materials Needed:
- 3 oz. beef suet
- 1½ lbs. tenderloin of beef sliced very thin
- 12 scallions cut in 2-inch lengths
- ½ Chinese cabbage cut in 2-inch lengths
- ½ lb. fresh spinach cut in 1-inch strips
- 2 cups cooked egg noodles
- 12 large mushrooms
- 12 pieces of tofu (soybean cake)* in 1-inch cubes
- 1 can bamboo shoots cut in large bite sizes
- soy sauce

11) Beef Sukiyaki (con't.)

Procedure:

Cut the suet into pieces and melt in pan. Dip beef slices in soy sauce and brown very lightly in pan. Place remaining ingredients on top of beef, cook briefly, then with tongs transfer beef to top of vegetables. Cook without stirring until vegetables are just tender (never overcook Japanese food). Serve with bowls of rice. For greater authenticity, eat with chopsticks.

* Tofu can be omitted from sukiyaki, or it can be made quite simply. As you will see it must be prepared well in advance. Boil soybeans until soft mash, filter through cloth. Silk produces the finest texture, but cotton is often used. Place curd in a container of cold water and keep cool for 10 hours. The soybean curd will coagulate into a solid mass.

12) Kasutera - Honey Cakes (Recipe taken from Cooking Round The World by Anne Kruger)

Materials Needed:
- 5 eggs
- 3/4 cup sugar
- ¼ cup honey
- ½ cup flour
- 2 tbsp. butter for the frying pan and baking sheet
- 2 tbsp. icing sugar

Procedure:

Beat up the eggs, then sweeten with the sugar and honey and continue beating until creamy. Add the flour. Pour this batter into a buttered frying pan and cook thick omelettes, which should be allowed to rise again in the oven (420 degrees F.), preferably on baking sheets. Cut the cakes into wide strips and dust with icing sugar. Serve with fruit, perhaps with Japanese mandarin oranges.

Germany - (The following recipes were taken from Better Homes and Gardens Meals with a Foreign Flair)

13) Potato Pancakes (Kartoffel Pfannkuchen)

Materials Needed:
- 6 medium (2 pounds) potatoes, pared
- 1 small onion, grated
- 2 tablespoons flour
- 4 strips bacon, crisply cooked and crumbled
- 2 beaten eggs
- 1½ teaspoons salt
- Pinch of pepper and grated nutmeg
- 2 tablespoons chopped parsley
- Butter

13) Potato Pancakes (con't.)

Procedure:

Cover potatoes with cold water; drain. Grate at once; drain off water that collects. Mix potatoes, onion, flour, bacon bits, eggs, and seasonings, blending well.

Heat butter (enough to be ¼ inch deep) in skillet. Just before butter turns brown, drop in 1/3 cup batter for each pancake and flatten them out.

When golden brown on one side, turn pancakes over; cook till crisp and brown on other side. Remove to paper towels and keep warm while frying remaining pancakes. Makes 6 servings or 12 pancakes.

14) German Stollen

Materials Needed:

1 cake compressed yeast
¼ cup lukewarm water
½ cup butter or margarine
1 cup milk, scalded
¼ cup sugar
1 teaspoon salt
¼ teaspoon ground cardamom
4 3/4 to 5 cups sifted all-purpose flour
1 egg
1 cup seedless raisins
½ cup currants
¼ cup chopped mixed candied fruits
2 tablespoons grated orange peel
1 tablespoon grated lemon peel
¼ cup shopped blanched almonds

Procedure:

Soften yeast in water. Melt butter in milk; add sugar, salt and cardamom; cool to lukewarm. Stir in 2 cups of the flour. Add egg; beat well. Stir in yeast, fruits, peels, nuts. Add enough remaining flour to make soft dough. Turn out on lightly floured surface. Cover; let rise 10 minutes.

Then, knead 5 to 8 minutes. Place in lightly greased bowl, turning once to grease surface. Cover; let rise till double, 1½ hours. Punch down; turn out on lightly floured surface; divide in 3 equal parts. Cover; let rest 10 minutes.

Roll each part into a 12 x 7-inch rectangle. Without stretching, fold long side over to within 1 inch of opposite side; seal. Place on greased baking sheets. Cover; let rise till almost double. 30 to 45 minutes. Bake at 375 degrees for 20 to 25 minutes, or till golden brown. While warm, brush with Glaze: Mix 2 cups siften confectioner's sugar, ¼ cup hot water 1 teaspoon butter. Makes 3 loaves.

France

15) Croque Monsieur (Recipe taken from Many Hands Cooking by Terry Touff Cooper and Marilyn Ratner)

Materials Needed:
4 slices cooked ham
4 slices Swiss cheese
8 slices bread
2 eggs
¼ cup milk
2 tablespoons butter
paring knife
medium bowl
fork or egg beater
large frying pan
wide spatula

Procedure:

1. Trim the ham and the cheese with the paring knife to fit the bread.
2. Make a sandwich by placing 1 slice of ham and 1 slide of cheese between 2 slices of bread. Make 3 more sandwiches the same way.
3. Crack the eggs into the mixing bowl, add the milk, and beat them together well.
4. Melt the butter in the frying pan over low heat. Be careful the butter doesn't burn.
5. While the butter is melting, dip each side of each sandwich into the egg-and-milk mixture.
6. When the butter is hot and bubbling, place the sandwiches side by side in the frying pan. Saute them over medium heat for about 3 minutes until they're golden brown on the bottom. To see if they are brown enough, lift a corner of the sandwich with the spatula and peek at the underside. When they are done, turn them with the spatula and cook the other side.
7. Saute the other side for 3 minutes or until it browns and the cheese melts.
8. Serve at once. Serves 4.

16) Crepes (Recipe taken from Children Are Children Are Children by A. Cole. C. Haas. E. Heller. B. Weinberger)

Materials Needed:
1 cup water
1 cup cold milk
4 eggs
½ teaspoon salt
2 cups sifted flour
4 tablespoons melted butter
2 to 3 tablespoons cooking oil
skillet or crepe pan
blender

Procedure: 1) Place all ingredients (except the oil) in a blender, cover and blend at top speed for one minute.

2) Store in refrigerator for at least two hours.

3) Heat 2 to 3 tablespoons of oil in a skillet or crepe pan before adding batter.

4) Using ¼ cup batter per crepe, fry quickly, shaking the pan back and forth to keep the crepe from sticking.

5) Once it has been flipped and browned quickly on the opposite side, the crepe is ready to be filled with creamed chicken, cheese or mushrooms. For a dessert, fill the crepe with ice cream and top with chocolate or strawberry sauce.

17) Shell-Shaped Butter Cakes - Madeleines (recipe taken from The International Cookie Jar Cookbook br Anita Borghese)

Materials Needed:
½ cup (1 stick) butter
½ cup sugar
1 cup cake flour
2 eggs
pinch of salt
½ teaspoon grated lemon rind
2 or 3 tablespoons confectioners' sugar
Madeleine tin
grater
waxed paper
small saucepan
measuring cups and spoons
sifter
cooking spoons
mixing bowl
cake tester
wire rack
sieve

Procedure: Preheat the oven at 350 degrees. Grease and flour the Madeleine tin. Grate the lemon rind on a piece of waxed paper.

Put the butter in a saucepan and set over a low flame until melted. Remove from stove and set aside to cool.

Sift cake flour onto a piece of waxed paper. Measure and place in mixing bowl. Add the sugar, salt, and grated lemon rind and toss together. Add the eggs and mix well. Add the melted butter and mix well.

17) Madeleines (con't)

Spoon the dough into Madeleine tin until it's just a little more than half full. Bake 15 to 20 minutes, or until a cake tester inserted through the thickest part comes out clean. Remove tin from oven, remove Madeleines from tin, and cool on wire rack.

Put tin in a pan of cold water to cool it. Then wash it with hot water and soap, dry it, and grease and flour it as you did before. Finish baking the rest of the dough. When all Madeleines are baked put the confectioners' sugar in a sieve, and sift it over them.

Makes about 1½ dozen.

Ireland

18) Irish Vegetable Soup (recipe taken from Cooking Round the World by Arne Kruger)

Materials Needed:

1 boiling chicken
salt, pepper
bunch parsley
bunch chervil chives
2 carrots
4 onions
4 shallots
½ celery
1 cup peas
2 egg yolks
4 tablespoons cream

Procedure:

This soup is the Irish answer to the Scottish Cock-a-Leekie. Make a chicken broth; Strain it and let it stand in the uncovered pot and steam down until it has become extremely rich and has thickened. Add the salt and pepper and cooking herbs, sliced onions, shallots, celery and green peas, and allow the vegetables to cook until soft. Then beat up the egg yolks with the cream, remove the soup pot from the heat and stir this mixture in with a whisk. Last of all, add the bits of chicken, which have been kept warm; but do not let the soup come to a boil again. Season as you wish; celery salt is highly recommended for this purpose.

19) Gingerbread

Materials Needed:

2 1/2 cups sifted all-purpose flour
1 teaspoon soda
1/2 teaspoon salt
1 teaspoon cinnamon
1 teaspoon ginger
3/4 cup sugar
2 eggs, slightly beaten
1 cup buttermilk
1/2 cup melted shortening
1/2 cup molasses

Procedure:

Sift flour, soda, salt, cinnamon, and ginger into mixing bowl. Add sugar. Combine slightly beaten eggs, buttermilk, shortening, and molasses. Add liquids to dry ingredients all at once; beat for 3 minutes. (Use medium speed of electric mixer or beat 450 strokes by hand.) Pour into 9x9x2-inch pan, well greased and lightly floured on the bottom only. Bake in a moderate oven (375 degrees F.) 35 to 40 minutes until it springs back when touched lightly in the center. Serve warm. Yield: 9-inch square.

(this recipe was taken from Favorite Recipes from the United Nations, U.S. Committee for the U.N.)

20) Oatcakes (recipe taken from The International Cookie Jar Cookbook by Anita Borghese)

Materials Needed:

1/2 cup flour
1 teaspoon cream of tartar
1 1/2 teaspoons salt
1/8 teaspoon baking soda
1 3/4 cup rolled oats (uncooked)
1/3 cup boiling water
2 teaspoons vegetable oil
2 baking sheets
sifter
mixing bowl
measuring cups and spoons
cooking spoons
teakettle or small saucepan
pastry board
rolling pin
sharp knife
spatula

Procedure:

Preheat oven at 325 degrees. Sprinkle a little flour on the baking sheets. Sift together into a mixing bowl the

20) Oatcakes (con't)

flour, cream of tartar, salt, and baking soda. Add the rolled oats and toss together.

Boil a cup of water in teakettle or saucepan and measure 1/3 cup. Holding the cup with a potholder, add the boiling water to the oatmeal mixture, and mix well. Add the vegetable oil and mix well. If the dough is too dry and will not hold together add 1 more tablespoon of boiling water. Divide the dough into two equal parts.

Sprinkle a few spoonfuls of rolled oats on the pastry board. Put one part of the dough on the rolled oats, and roll it out as thin as you can with a floured rolling pin, keeping the shape as round as you can. Then cut with a sharp knife into 8 wedges like a pie. Transfer the wedges to a baking sheet with a spatula. Roll out the other part of the dough, cut it into wedges, and transfer the wedges to the other baking sheet.

Bake about 25 minutes until centers are dry and edges are lightly browned. Remove from oven and baking sheets. Butter cakes and eat right away, or eat them cold later.

The Puerto Rican culture

The following recipes (activities 21 and 22) were taken from the Puerto Rican Cookbook by Eliza B.K. Dooley.

21) Creole Soup

Materials Needed:

6 turnips
1 can tomatoes
2 tablespoons sweet red peppers
½ teaspoon allspice
1 teaspoon salt
1 tablespoon butter
1 sliced onion
1 clove garlic
Baking soda
1 tablespoon flour
cream
1 pint milk

Procedure:

Wash and slice turnips; add tomatoes, minced sweet red

21) Creole Soup (con't)

peppers, allspice, one teaspoon of salt, onion, garlic and butter. Cook until the vegetables are tender, then press them through a colander. Make a cream sauce in a doubleboiler by stirring a tablespoon flour moistened with cream, into a pint of milk. When it boils and thickens add the vegetable puree, stirring in a pinch of soda to prevent curdling. Serve immediately, hot.

22) Arroz Con Pollo (Rice With Chicken)

Materials Needed:

1 chicken
1/2 cup olive oil
Parsley
3/4 pound rice
2 teaspoons salt
1/3 cup capers
1/2 cup olives
Spanish peppers
2 cloves garlic

Procedure:

Disjoint a chicken and cut the larger portions in fairly small pieces. Brown it in a half cup of olive oil, and chopped parsley. Now add three-fourths of a pound of rice and after it has taken on a golden color, add three cups of water and cook slowly, keeping covered so as to preserve the aroma. The rice should be cooked through but not broken open. Add two teaspoons salt, 1/3 cup capers and half a cup of olives cut up, garnish with Spanish peppers, and serve hot.

23) Beans and Rice (this recipe was taken from the Wide World Cookbook by Rebecca Shapiro.).

Materials Needed:

2 cups kidney beans, chick peas, or lima beans
½ teaspoon garlic salt
1 tablespoon salad oil
½ cup tomato sauce
½ chopped onion
½ diced green pepper

Procedure:

Put beans in saucepan, add 2 cups water, and garlic salt. Cook over medium heat. Heat salad oil in skillet, add tomato sauce, chopped onion, and diced green pepper. Cook 5 minutes over medium heat.

Now mix sauce with beans in saucepan and cook until sauce thickens. Serve over cooked rice. Serves 3.

Jewish-American Dishes

The following recipes (activities 24 through 26) were taken from The Jewish Holidays and Their Favorite Foods by Fannie Engle.

24) Challah

Materials Needed:

1 envelope dried yeast
¼ cup lukewarm water
1 tablespoon vegetable oil
1 teaspoon salt
½ tablespoon sugar
1 cup hot water
2 eggs, beaten
4½ cups all-purpose flour
poppy seeds

Procedure:

1) Stir the yeast into the ¼ cup lukewarm water. Be sure the water is not hot, or it will burn the yeast.

2) In a large mixing bowl, place the oil, salt, sugar and hot water. Stir until the sugar is melted.

3) Add the beaten eggs-all but one tablespoon. Keep this to brush on the loaf later.

4) Add the dissolved yeast and about 1 cup of flour. Beat until smooth.

5) Continue adding the flour, about one 1 cup at a time. Beat well. Add only enough flour to make a thick ball of dough that separates from the sides of the bowl. The dough must not be wet or sticky.

6) Put the ball of dough on a board lightly sprinkled with flour. Knead or punch the dough until it is smooth and elastic.

7) Return the dough to the mixing bowl to rise. Brush the dough with vegetable oil to keep it from drying. Cover with a clean towel and let it rise in a warm, not hot, place until it doubles in bulk (about 2 hours).

8) Put the risen dough on a board lightly sprinkled with flour. Knead or punch it until it is smooth. Shape it into a ball and cut it into three parts. Roll each part into a strip about 12 inches long. Pinch the ends of the three strips together and braid into a twist. Now pinch the ends of the twist to hold its shape.

9) Place the braided loaf on a greased baking sheet or loaf pan. Brush with the beaten egg, and sprinkle with poppy seeds. Cover with a clean towel and let rise in a warm

24) Challah (con't)

place until it doubles in bulk (about 2 hours).

10) Bake in a hot oven (400 degrees) for about 15 minutes. Lower the heat to moderate (350 degrees) and continue baking for 45 minutes, or until it is nicely browned.

25) Potato Latkes

Materials Needed:

4 large potatoes or 6 medium
1 medium-sized onion
1 teaspoon salt
1 egg, well beaten
3 tablespoons flour or matza meal
½ teaspoon baking powder
vegetable oil or other fat for frying

Procedure:

1) Grate raw potatoes which have been washed and pared.

2) Grate the onion and add it to the potatoes.

3) Add salt, egg, and flour or matza meal mixed with the baking powder. Beat all ingredients well into a smooth, thin batter. If the batter seems too watery, add a little more flour or matza meal.

4) Drop by tablespoons into hot fat in a heavy frying pan. The fat must be deep enough to almost cover the cake. Brown on one side, and with a pancake turner, turn to brown on the other side. Drain on absorbent paper. Serve pipi hot. These are delicious when served with applesauce.

Serves 4.

26) Cheese Blintzes

Materials Needed:

For the pancake:
2 eggs
1/2 teaspoon salt
1 cup milk
1 cup flour

For the filling:
1 pound pot cheese
1 egg
1/4 teaspoon salt
4 tablespoons sugar
1/3 cup raisins, if desired

26) Cheese Blintzes (con't)

Procedure:

1) In a bowl beat the two eggs slightly.

2) Mix in the salt and the milk.

3) Add the flour to make a smooth, thin batter.

4) Heat a 6-inch frying pan, brush it lightly with fat. Pour in two tablespoons of the batter. Tip the pan so the batter covers the pan evenly. Cook over moderate heat until the edges curl. Turn the pan upside down over a clean towel. Allow the cake to fall out. Repeat until all the batter is used, keeping the cooked cakes covered.

5) Then prepare the filling: Mix the pot cheese, ¼ teaspoon salt, sugar, and the raisins if desired.

6) To fill the cakes, place a heaping tablespoon of the filling on the fried side of each pancake. Fold three sides over the cheese filling. Then roll the pancake, tucking in the edges to keep the filling in.

7) Fry the blintzes on both sides in hot butter, taking care not to scorch the butter. Or bake in a greased shallow pan in a moderate oven (350 degrees) for 15 to 20 minutes. Brush well with melted butter before baking, and repeat while blintzes bake. Serve with sour cream and honey if desired.

Makes 16 blintzes.

Afro-American Recipes

The following recipes were taken from The African Heritage Cookbook by Helen Mendes.

27) Hush Puppies

Materials Needed:

1 cup water
½ teaspoon salt
1 cup white corn meal
1 teaspoon baking powder
1 tablespoon lard, melted
½ onion, minced
Vegetable oil for frying

Procedure:

1) Boil water. Add salt. In a bowl, mix water, meal,

27) Hush Puppies (con't)

baking powder, lard, and onion. Shape into flat cakes about the size of a silver dollar.

2) In a frying pan, heat enough oil for deep fat frying. The oil should be very hot.

3) Fry the cakes until golden. Serve hot.

Serves 4.

28) Short'nin' Bread

Materials Needed:

2 cups all-purpose flour, sifted
½ cup li t brown sugar
1 cup butter, at room temperature

Procedure:

1) Preheat oven to 350 degrees F.

2) Mix the ingredients. Place the dough on wax paper and pat to ¼ inch thickness. Cut into desired shapes.

3) Bake on lightly greased cookie sheet for 25-30 minutes.

Yields approximately 2 dozen.

29) Sweet Potato Pie

Materials Needed:

1 cup mashed cooked sweet potatoes
1/3 cup butter, melted
2 eggs, beaten
1/3 cup milk
1 tablespoon flour
½ teaspoon salt
1 teaspoon nutmeg
2/3 cup light brown sugar
2 tablespoons white sugar
1 teaspoon vanilla
1 unbaked 9-inch pie shell

Procedure:

1) Combine the above pie filling ingredients. Mix well.

2) Pour into pie shell. Bake in 400 degree F. oven for 30 minutes.

30) Sweet Potato Turnovers

Materials Needed:
- 1 1/2 cups mashed cooked sweet potatoes
- 1/3 cup light brown sugar
- 1/3 cup white sugar
- 3/4 teaspoon cinnamon
- 1/2 teaspoon allspice
- 1/2 teaspoon nutmeg
- 1/2 teaspoon salt
- 2 eggs, beaten
- 1/2 cup milk
- 2 tablespoons butter, melted
- 1 unbaked 9-inch piecrust, cut into 4 circles or squares

Procedure:

1) Combine the pie filling ingredients. Mix well.

2) Spoon mixture onto one-half of circle or square.

3) Fold over the other half of dough. Press edges with a fork, to seal. Repeat with remaining dough.

4) Place turnovers on ungreased baking sheet. Bake at 400 degrees F. for 40 minutes.

31) Spoon Bread

Materials Needed:
- 2 cups evaporated milk mixed with water(equal amounts of both) or 2 cups whole milk
- ½ cup white corn meal
- 1 teaspoon salt
- 2 tablespoons butter
- ½ teaspoon baking powder
- 2 eggs, separated

Procedure:

1) Preheat oven to 375 degrees F.

2) Boil milk. Gradually stir in the corn meal. Add salt and butter.

3) Turn off heat. Add baking powder. Add egg yolks.

4) Beat egg whites until stiff. Fold into batter.

5) Pour batter into a hot greased 2 quart casserole. Bake for 35-40 minutes. Serve with butter.

32) Baked Grits

Materials Needed:

3 1/3 cups water
1 teaspoon salt
2/3 cup grits
3 tablespoons butter
2 cups cold milk
2 eggs, well beaten
2 tablespoons baking powder
1/2 cup grated mild Cheddar cheese (optional)

Procedure:

1) Bring water to boil. Add salt. Slowly stir in grits. Add butter.

2) Cover pot. Cook over low heat for 20 minutes, stirring occasionally.

3) Preheat oven to 375 degrees F. Remove grits from fire.

4) Stir the cold milk into the grits. Add eggs, baking powder, and if desired, grated cheese.

5) Pour into a greased 2 quart ovenproof casserole and bake, uncovered, for 35-40 minutes.

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2. American Medical Association
   535 North Dearborn Street
   Chicago, Illinois 60610

3. California Avocado Commission
   4533-B MacArthur Boulevard
   Newport Beach, California 92660

4. California Honey Advisory Board
   Post Office Box 32
   Whittier, California

5. California Iceberg Lettuce Commission
   Post Office Box 3354
   Monterey, California 93940

6. California Tree Fruit Agreement
   Post Office Box 255383
   Sacramento, California 95825

7. Chiquita Brands, Inc.
   Prudential Center
   Boston, Massachusetts 02199

8. Cling Peach Advisory Board
   One California Street - 11th Floor
   San Francisco, California 94111

9. Cooperative Extension Service
   Washington State University
   Pullman, Washington 99163

10. Cornell University
    Division of Nutritional Services
    Martha Van Rensselaer Hall
    Ithaca, New York 14850

11. Dairy, Food and Nutrition Council, Inc.
    Executive Professional Bldg.
    201 South Avenue
    Poughkeepsie, New York 12601

12. Department of Health, Education and Welfare
Public Health Service
Food and Drug Administration
585 Commercial Street
Boston, Massachusetts 02109

13. Green Giant Company
Le Sueur, Minnesota 56058

14. Institute of Nutrition
University of North Carolina
Chapel Hill, North Carolina 27514

15. Kansas Wheat Commission
1021 North Main Street
Hutchinson, Kansas 67501

16. Lamb Education Center
200 Clayton Street
Denver, Colorado 80206

17. National Dairy Council
6300 North River Road
Rosemont, Illinois 60018

18. National Turkey Federation
Reston International Center
Reston, Virginia 22091

19. New Hamphire Public Health Nutrition Services
Concord, New Hamphire

20. Nutrition Education and Training Program
P.O. Box 369
Yorktown Heights, N.Y. 10598

21. The Potato Board
1385 South Colorado Boulevard
Suite 512
Denver, Colorado 80222

22. Produce Marketing Association Inc.
700 Barksdale Rd., Suite 6
Newark, DE. 19711

23. Ralston Purina Company
Corporate Consumer Services
Public Relations
Checkerboard Square
St. Louis, Missouri 63188

24. Rice Council of America
P.O. Box 22802
Houston, Texas 77027

25. State of Florida
Department of Citrus
Florida Citrus Commission
P.O. Box 148
Lakeland, Florida 33802

26. United States Dept. of Agriculture
Washington, D.C. 20250

27. University of Illinois at Urbana-Champaign College of Education
Division of Home Economics Education
351 Education Building
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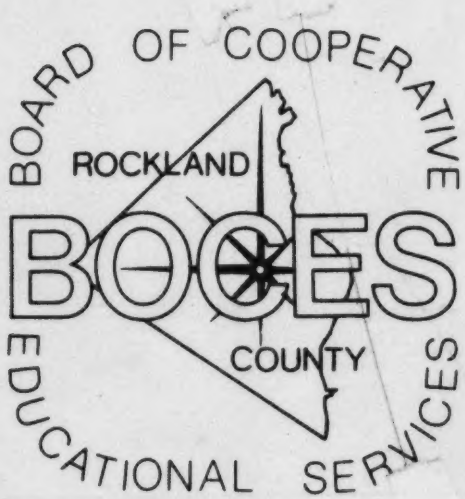
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